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# Haverford College

CATALOG • 1968 - 69

HAVERFORD COLLEGE BULLETIN



# Haverford College

“I SUGGEST that you preach truth and do righteousness as you have been taught, whereinsoever that teaching may commend itself to your consciences and your judgments. For your consciences and your judgments we have not sought to bind; and see you to it that no other institution, no political party, no social circle, no religious organization, no pet ambitions put such chains on you as would tempt you to sacrifice one Iota of the moral freedom of your consciences or the intellectual freedom of your judgments.”

*President Isaac Sharpless,  
Commencement, 1888*

## **STATEMENT OF PURPOSE FOR HAVERFORD COLLEGE**

Haverford College seeks to prepare men for lives of service, responsibility, creativity, and joy, both during and after college.

The College shares with other liberal arts colleges of academic excellence:

- a commitment to open inquiry by both its students and faculty, combined with rigorous appraisal and use of the results of that inquiry
- an emphasis on a broad education in the natural and social sciences, the humanities, and the arts, combined with strong competence in at least one field of the student's choosing
- an educational program that aims more at preparing men to think and act clearly, boldly, and humanely in whatever life work they choose than at training for specific professional fields.

The College's distinctive character comes from its striving for:

- candor, simplicity, joy, and moral integrity in the whole of college life in keeping with Haverford's Quaker traditions
- a harmony for each man among his intellectual, physical, social, esthetic, and spiritual concerns
- a creative use of smallness that places students in the closest contact with dedicated scholars in the pursuit of knowledge
- a sense of community marked by a lasting concern of one person for another and by shared responsibilities for helping the College achieve its highest aims
- a system of responsible self-government in the student body and in the faculty
- a balance for students and faculty between disciplined involvement in the world of action and detachment to reflect on new and old knowledge alike.

**In sum, the College seeks to be measured, above all, by the uses to which its students, graduates, and faculty put their knowledge, their humanity, their initiative, and their individuality.**

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# 1968

	S	M	T	W	T	F	S		S	M	T	W	T	F	S	
Sept.	1	2	3	4	5	6	7		Nov.						1	2
	3	9	10	11	12	13	14			3	4	5	6	7	8	9
	15	16	17	18	19	20	21			10	11	12	13	14	15	16
	22	23	24	25	26	27	28			17	18	19	20	21	22	23
	29	30								24	25	26	27	28	29	30
Oct.			1	2	3	4	5		Dec.	1	2	3	4	5	6	7
	6	7	8	9	10	11	12			8	9	10	11	12	13	14
	13	14	15	16	17	18	19			15	16	17	18	19	20	21
	20	21	22	23	24	25	26			22	23	24	25	26	27	28
	27	28	29	30	31					29	30	31				

# 1969

	S	M	T	W	T	F	S		S	M	T	W	T	F	S				
Jan.				1	2	3	4		Apr.				1	2	3	4	5		
	5	6	7	8	9	10	11			6	7	8	9	10	11	12			
	12	13	14	15	16	17	18			13	14	15	16	17	18	19			
	19	20	21	22	23	24	25			20	21	22	23	24	25	26			
	26	27	28	29	30	31				27	28	29	30						
Feb.							1		May				1	2	3				
	2	3	4	5	6	7	8			4	5	6	7	8	9	10			
	9	10	11	12	13	14	15			11	12	13	14	15	16	17			
	16	17	18	19	20	21	22			18	19	20	21	22	23	24			
	23	24	25	26	27	28				25	26	27	28	29	30	31			
Mar.							1		June				1	2	3	4	5	6	7
	2	3	4	5	6	7	8			8	9	10	11	12	13	14			
	9	10	11	12	13	14	15			15	16	17	18	19	20	21			
	16	17	18	19	20	21	22			22	23	24	25	26	27	28			
	23	24	25	26	27	28	29			29	30								
	30	31																	

College days in black type.

# CALENDAR 1968-1969

Freshmen arrive and register for Physical Education . . . . .	Tues. 10	
Other new students arrive . . . . .	Thurs. 12	
Freshmen register for courses . . . . .	Thurs. 12	
Other new and re-entering students register . . . . .	Fri. 13	S
Returning students arrive . . . . .	Sat. 14	E
Opening Collection . . . . .	8:00 p.m., Sun. 15	P
First semester classes begin . . . . .	8:00 a.m., Mon. 16	T.
Upperclassmen register for non-academic courses . . . . .	Mon. 16	
First faculty meeting . . . . .	4:15 p.m., Mon. 16	
Fall Term non-academic courses begin . . . . .	Wed. 18	
Last day for changing courses . . . . .	Mon. 30	
Last day for dropping a course without penalty . . . . .	Mon. 14	O
Last day for a junior or senior to request that no numerical grade be recorded (NNG) in a course outside his major division . . . . .	Mon. 14	C
		T.
Fall Term non-academic courses end . . . . .	Fri. 22	N
Swarthmore Day (no classes) . . . . .	Sat. 23	O
Registration for Winter Term non-academic courses . . . . .	Mon. 25	V.
Thanksgiving vacation begins . . . . .	12:30 p.m., Wed. 27	
Classes resume and Winter Term non-academic courses begin . . . . .	8:00 a.m., Mon. 2	
Registration for Spring Semester . . . . .	Mon. 2 through Fri. 6	D
Midyear examination schedules due in Registrar's Office . . . . .	Mon., Tues. 9, 10	E
First semester classes end — <i>Christmas vacation begins</i> . . . . .	11:30 a.m., Sat., 21	C.
All papers (except those in lieu of examinations) due by* . . . . .	12:00 noon, Sat. 21	
<i>Christmas vacation ends</i> . . . . .	8:00 a.m., Mon. 6	
Review period . . . . .	Mon., Tues., Wed., 6, 7, 8	
Midyear examinations . . . . .	Thurs. 9 through Sat. 18	J
Papers in lieu of examinations (and laboratory notebooks) due as scheduled by instructor, but not later than* . . . . .	4:00 p.m., Wed. 15	A
Midyear Recess . . . . .	5:00 p.m., Sat. 18 to 8:00 a.m., Mon. 27	N.
Second semester classes begin . . . . .	8:00 a.m., Mon. 27	
Winter Term non-academic courses end . . . . .	Fri. 28	FEB.
Applications for Cope and Murray Graduate Fellowships due in President's Office . . . . .	Sat. 1	M
Registration for Spring Term non-academic courses . . . . .	Mon. 3	A
Spring Term non-academic courses begin . . . . .	Mon. 10	R.
<i>Spring vacation</i> . . . . .	4:00 p.m., Thurs. 20 to 8:00 a.m., Mon. 31	
Sophomores' Major registration cards due in Dean's Office . . . . .	4:00 p.m., Fri. 11	A
Registration for Fall Semester . . . . .	Mon. 14 through Fri. 18	P
Applications for scholarships due in Admissions Office . . . . .	Tues. 15	R.
Final examination schedules due in Registrar's Office . . . . .	Mon., Tues. 21, 22	
Prize competition manuscripts due in Registrar's Office . . . . .	4:00 p.m., Thurs. 1	
Spring Term non-academic courses end . . . . .	Fri. 9	
Second semester classes end . . . . .	11:30 a.m., Sat. 10	
All papers (except those in lieu of examinations) due by* . . . . .	12:00 noon, Sat. 10	
Review period . . . . .	Sun., Mon. 11, 12	
Senior comprehensive examinations . . . . .	Tues. 13 through Thurs. 15	M
Final examinations for Seniors . . . . .	Wed. 14 through 12:00 noon, Wed. 21	A
Final examinations for all other students . . . . .	Wed. 14 through Sat. 24	Y
Papers in lieu of examinations (and laboratory notebooks) due as scheduled by instructor, but no later than* . . . . .	4:00 p.m., Tues. 20	
Oral examinations for College honors . . . . .	Mon., Tues., Wed. 19, 20, 21	
Final faculty meeting . . . . .	9:00 a.m., Thurs. 22	
<b>COMMENCEMENT</b> . . . . .	Tues. 27	

## SPECIAL SATURDAY EVENTS

Homecoming Day — Oct. 26   Parents' Day — Nov. 16   Alumni Day — May 3

\*For severe academic penalties applied to late papers and notebooks, see Page 55.



**FACULTY  
AND  
ADMINISTRATION**



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JOHN R. COLEMAN ..... *President*  
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\*\*On sabbatical leave, second semester, 1968-69.

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\*\*\*\*On sabbatical leave in residence, 1968-69.

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§On leave of absence, 1968-69.

†On appointment for the first semester, 1968-69.

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JAMES L. VAUGHAN	<i>Lecturer in Psychology</i>
B.A., Earlham College; B.D., Yale Divinity School; M.S., Yale University.	
JOSEPH YEAGER	<i>Instructor in Mathematics</i>
M.A., University of Pennsylvania.	

### SPECIAL APPOINTMENTS

JOHN E. BUTLER	<i>Assistant in Biology</i>
THOMAS DAVIS	<i>Assistant to the Science Departments</i>
ADOLPH T. DIODA	<i>Artist</i>
SYLVIA GLICKMAN	<i>Associate in Music</i>
B.S. and M.Sc., Juilliard School of Music; L.R.A.M., Royal Academy of Music.	
ELIZABETH U. GREEN	<i>Research Associate in Biology</i>
A.B., M.A. and Ph.D., Bryn Mawr College.	
FRITZ JANSCHKA	<i>Artist in Residence, Bryn Mawr College</i>
Akademie der Bildenden Künste, Vienna.	
MARY HOXIE JONES	<i>Research Associate in Quaker Studies</i>
A.B., Mt. Holyoke College.	
JUDITH K. KATZ	<i>Counselor</i>
B.A., Temple University; M.A., University of Michigan.	
GEORGE KUSEL	<i>Assistant in the Non-Academic Program</i>
JAMES LIVINGSTON	<i>Assistant in Chemistry</i>
B.A., University of Minnesota.	
HAZEL C. PUGH	<i>Supervisor of the Computing Center</i>
SARA SHANE	<i>Research Assistant in Biology</i>
B.A., Swarthmore College.	
DANA SWAN, II	<i>Head Football Coach</i>
B.A., Swarthmore College.	
JAMES L. VAUGHAN	<i>Counselor</i>
B.A., Earlham College; B.D., Yale Divinity School; M.S., Yale University.	

††On appointment for the second semester, 1968-69.

### APPOINTMENTS UNDER SPECIAL GRANTS

MABEL M. CHEN .....	<i>Research Associate in Astronomy</i>
B.S., The National Taiwan University; M.A. and Ph.D., Bryn Mawr College.	
LINDA J. DILWORTH .....	<i>Research Assistant in Biology</i>
CAROL C. HELLER .....	<i>Research Assistant in Biology</i>
B.A., Wilson College.	
ELEANOR K. KOLCHIN .....	<i>Research Associate in Astronomy</i>
B.A., Brooklyn College.	
CECILY D. LITTLETON .....	<i>Research Associate in Astronomy</i>
B.A. and B.Sc., Oxford University.	
SLAVICA S. MATAVIC .....	<i>Research Associate in Biology</i>
M.S. and Ph.D., University of Zagreb.	
VIVIANNE T. NACHMIAS .....	<i>Research Associate in Biology</i>
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.	
URSULA SANTER .....	<i>Research Associate in Biology</i>
B.A., Swarthmore College; M.S. and Ph.D., Yale University.	
ALLEN G. SHENSTONE .....	<i>Research Associate in Astronomy</i>
B.S., M.A., Ph.D., Princeton University; B.A., M.A., Cambridge University.	
JOSEPHINE R. SMITH .....	<i>Research Assistant in Biology</i>
B.S., The Pennsylvania State College.	
ETHEL M. SPIEGLER .....	<i>Research Assistant in Biology</i>
B.A., Baptist Missionary Training School.	
GRACE M. STODDARD .....	<i>Teaching and Research Assistant in Biology</i>
B.A., University of North Carolina; M.A., Washington University.	

### ADMINISTRATION

JOHN R. COLEMAN .....	<i>President</i>
B.A., University of Toronto; M.A. and Ph.D., University of Chicago; LL.D., Beaver College; LL.D., University of Pennsylvania.	
WILLIAM W. AMBLER .....	<i>Director of Admissions</i>
B.A., Haverford College.	
WILLIAM F. BALTHASER .....	<i>Director of Public Relations</i>
B.S., Temple University.	
ELMER J. BOGART .....	<i>Superintendent of Buildings and Grounds</i>
Temple University Technical Institute.	
WILLIAM E. CADBURY, JR. .....	<i>Director, Post-Baccalaureate Fellowship Program</i>
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.	
GEORGE N. COUCH .....	<i>Public Relations Associate</i>
B.A., Haverford College.	
JANET HENRY .....	<i>Administrative Aide to the Distinguished Visitors &amp; Library Committee</i>
RUTH V. T. HOPE .....	<i>Secretary to the President</i>
B. Mus., Westminster College.	

VIRGINIA H. KLINE	<i>Registrar</i>
ALBERT J. LEVINE	<i>Associate Director for Development</i>
B.A., Hunter College.	
JAMES W. LYONS	<i>Dean of Students</i>
A.B., Allegheny College; M.S. and Ed.D., Indiana University.	
CHARLES PERRY	<i>Associate Director for Development</i>
B.A., Haverford College; M.S.S., Bryn Mawr College.	
DAVID POTTER	<i>Associate Dean</i>
B.A., Haverford College; Ed.M., Temple University.	
BRUCE N. ROBINSON	<i>Assistant to the President</i>
B.A., Dillard University; M.A. and Ph.D., University of Oklahoma.	
WILLIAM A. SHAFER, JR.	<i>Assistant Director of Admissions</i>
B.A., Haverford College.	
WILLIAM E. SHEPPARD, II	<i>Director of Alumni Affairs</i>
B.S., Haverford College.	
CHARLES W. SMITH	<i>Business Manager and Comptroller</i>
A.C.A., Institute of Chartered Accountants; A.C.I.A., Chartered Institute of Secretaries; CPA.	
GERHARD E. SPIEGLER	<i>Provost and Director of the Margaret Gest Program</i>
D.B., M.A. and Ph.D., University of Chicago.	
CHARLES C. WALDT	<i>Office Manager in the Office of the Comptroller</i>
B.A., Philadelphia College of Bible.	
ALBERT F. WALLACE	<i>Vice-President for Development</i>
B.A., Washington and Jefferson College.	
JOHN A. WILLIAMS	<i>Assistant Director of Admissions</i>
B.A., Haverford College.	
GERTRUDE M. WONSON	<i>Secretary to the Director of Admissions</i>
B.A., Simmons College.	

#### MEDICAL STAFF

WILLIAM W. LANDER	<i>Physician</i>
B.S., Ursinus College; M.D., University of Pennsylvania.	
PETER G. BENNETT	<i>Psychiatrist</i>
B.A., Haverford College; M.D., University of Pennsylvania.	

LOUISE ANASTASI ..... *Head Nurse*

R.N., Philadelphia General Hospital; B.S.N., Hunter College.

#### LIBRARY STAFF

CRAIG R. THOMPSON§	<i>Librarian</i>
B.A., Dickinson College; M.A. and Ph.D., Princeton University; Litt.D., Dickinson College.	
EDWIN B. BRONNER	<i>Curator, Quaker Collection</i>
B.A., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.	
RUTH H. REESE	<i>Assistant Librarian, Technical Services</i>
B.A., Acadia University; B.S. (L.S.), Simmons College.	

§Absent on leave, 1968-1969.

ESTHER R. RALPH	<i>Assistant Librarian, Reader Services</i> B.S., West Chester State College; B.S. (L.S.), Drexel Institute of Technology.
ELSE GOLDBERGER	<i>Acquisitions Librarian</i> Ph.D., University of Vienna.
M. CONSTANCE HYSLOP	<i>Cataloger and Government Documents Librarian</i> B.A., Mount Holyoke College; M.A., University of Pennsylvania; M.S. (L.S.), Drexel Institute of Technology.
MAE E. CRAIG	<i>Senior Cataloger</i> B.A., Mount Holyoke College; B.S. (L.S.), Simmons College.
BJORG MIEHLE	<i>Circulation Librarian</i> University of Oslo; Graduate, Norwegian State Library School; B.S. (L.S.), Drexel Institute of Technology.
SHIRLEY STOWE	<i>Reference Librarian</i> B.A., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.
MARIA KUNYCIA	<i>Cataloger</i> M.Ph., University of Poznan; M.S. (L.S.), Drexel Institute of Technology.
RHONA OVEDOFF	<i>Cataloger</i> B.A., Dip. Lib., University of the Witwatersrand.
WILLIAM F. BRINTON	<i>Cataloger</i> B.S., Haverford College; Columbia University.
SYLVIA SCHNAARS	<i>Serials Librarian</i> B.A., Ohio Wesleyan University; M.S. (L.S.), Villanova University.

### SUMMER PROGRAMS

HELEN M. HUNTER	<i>Director, Summer Programs</i> B.A., Smith College; M.A. and Ph.D., Radcliffe College.
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### HAVERFORD SUMMER LANGUAGE INSTITUTE

KATRIN T. BEAN	<i>Assistant in German</i> B.A., Rockford College; M.A. and Ph.D., Bryn Mawr College.
JOHN R. CARY	<i>Associate Professor of German</i> B.A., Haverford College; Ph.D., Johns Hopkins University.
MARIA MARSHALL	<i>Assistant in German</i> Diplom-Psychologin, University of Munich.
ROBERT ROZA	<i>Visiting Assistant Professor of French</i> B.A., University of Toronto; M.A. and Ph.D., Princeton University.
RICHARD TERDIMAN	<i>Assistant in French</i> B.A., Amherst College; Ph.D., Yale University.
FRANCOISE WEIL	<i>Assistant in French</i> licence d'Anglais; D.E.S. Anglais; C.A.P.E.S. d'Anglais, Sorbonne.

### HAVERFORD CHAMBER MUSIC CENTER

SYLVIA GLICKMAN	<i>Musical Director</i> B.S. and M.Sc., Juilliard School of Music; L.R.A.M., Royal Academy of Music.
-----------------	---

- JOSEPH CASTALDO ..... *Composer-in-Residence*  
 B.M. and M.M., Philadelphia Conservatory of Music.
- PATRICIA H. LANE ..... *Administrative Assistant*  
 B.S., Boston State College.
- FRANCIS DE PASQUALE ..... *Member of the Quartet-in-Residence*  
 Cellist, Philadelphia Orchestra; Member, de Pasquale Quartet.
- JOSEPH DE PASQUALE ..... *Member of the Quartet-in-Residence*  
 Diploma, Curtis Institute of Music; Violist, Philadelphia Orchestra; Member, de Pasquale Quartet.
- ROBERT DE PASQUALE ..... *Member of the Quartet-in-Residence*  
 New School of Music; Violinist, Philadelphia Orchestra; Member, de Pasquale Quartet.
- WILLIAM DE PASQUALE ..... *Member of the Quartet-in-Residence*  
 Violinist, Philadelphia Orchestra; Member, de Pasquale Quartet; Concert Master, Philadelphia Orchestra for Robin Hood Dell Summer Concerts.
- ELIE SIEGMESTER ..... *Composer-in-Residence*  
 B.A., Columbia University.
- ALFRED SWAN ..... *Composer-in-Residence*  
 B.A. and M.A., Oxford University.

#### **HAVERFORD SUMMER POST-BACCALAUREATE PROGRAM**

- JOHN VAN BRUNT ..... *Resident Tutor*  
 B.A., Haverford College.
- ROBERT M. GAVIN, JR. ..... *Assistant Professor of Chemistry*  
 B.A., St. John's University; Ph.D., Iowa State University.
- DIETRICH KESSLER ..... *Assistant Professor of Biology*  
 B.A., Swarthmore College; M.S. and Ph.D., University of Wisconsin.
- ROMONA LIVINGSTON ..... *Visiting Instructor in English*  
 B.A., William Jewell College.
- URSULA V. SANTER ..... *Visiting Assistant Professor of Biology*  
 B.A., Swarthmore College; M.S. and Ph.D., Yale University.
- JOSEPH YEAGER ..... *Instructor in Mathematics*  
 M.A., University of Pennsylvania.

#### **HAVERFORD SUMMER INSTITUTE OF AFRICAN STUDIES**

- HARVEY GLICKMAN ..... *Co-Director*  
 A.B., Princeton University; A.M. and Ph.D., Harvard University.
- ROBERT A. MORTIMER ..... *Co-Director*  
 B.A., Wesleyan University; M.A. and Ph.D., Columbia University.
- WYATT MACGAFFEY ..... *Assistant Professor of Anthropology*  
 B.A., M.A., University of Cambridge; Ph.D., University of California, Los Angeles.
- JAMES SANZARE ..... *Visiting Lecturer in Social Studies Education*  
 B.A., LaSalle College; M.A., Villanova University.

## VISITING FACULTY ON SPECIAL FUNDS 1967-68

### WILLIAM PYLE PHILIPS FUND

J. FRANK ADAMS Professor of Mathematics University of Manchester, England	GARL GUSTAV HEMPEL Stuart Professor of Philosophy Princeton University
BERNARD W. AGRANOFF Coordinator of Biological Sciences University of Michigan Mental Health Institute	J. H. HEXTOR Professor of History Yale University
DONALD ANDERSON Associate Professor of Mathematics Massachusetts Institute of Technology	F. E. P. HIRZEBRUCH Professor of Mathematics Bonn University, Germany
MICHAEL ATIYAH Professor of Mathematics Oxford University and Institute for Advanced Study	HEINZ HOPF Swiss Federal Institute of Technology Zurich
RICHARD BRAUER Professor of Mathematics Harvard University	LARS HORMANDER Professor of Mathematics Institute for Advanced Study Princeton
EDGAR H. BROOKES Former Senator, Union of South Africa Parliament Representing Natal and Zululand	CLYDE A. HUTCHISON, JR. Eisendrath Professor of Chemistry Enrico Fermi Institute for Nuclear Studies University of Chicago
LORD CARADON Permanent Representative United Kingdom Mission to the United Nations	EDUARD KELLENBERGER Institute of Molecular Biology Université de Genève, Switzerland
SEYMOUR CHATMAN Professor of Speech University of California, Berkeley	DANIEL E. KOSHLAND, JR. Professor of Biochemistry University of California, Berkeley
MELVIN J. COHEN Professor of Biology University of Oregon	LEIF KRISTENSEN Professor of Mathematics Aarhus University, Denmark
ROBERT COLES, M.D. Child Psychiatrist Harvard University Health Services	GERARD P. KUIPER Lunar and Planetary Laboratory University of Arizona
JAMES W. CRONIN Professor of Physics Princeton University	ARTHUR S. LALL Adjunct Professor of International Affairs Columbia University
WILLIAM M. FAIRBANK Professor of Physics Stanford University	T. D. LEE Professor of Physics Columbia University
GEORGE L. GERSTEIN Associate Professor of Biophysics Johnson Foundation University of Pennsylvania	SAMUEL R. LEVIN Professor of English Hunter College of the City of New York

**WILLIAM PYLE PHILIPS FUND, Cont.**

- W. N. LIPSCOMB**  
Professor of Chemistry  
Harvard University
- LOUIS LIPSITZ**  
Associate Professor of Political  
Science  
University of North Carolina
- OLE MAALOE**  
Professor of Microbiology  
University of Copenhagen, Denmark
- ALBERT H. MARKWARDT**  
Professor of English and Linguistics  
Princeton University
- JOHN C. MOORE**  
Professor of Mathematics  
Princeton University
- JOHN W. MOORE**  
Professor of Physiology  
Duke University School of Medicine
- EARL L. MUETTERIES**  
Research Director  
Central Research Department,  
E. I. du Pont de Nemours Co.
- ALFRED NISONOFF**  
Professor of Microbiology  
University of Illinois Medical Center  
Chicago
- RICHARD M. OHMANN**  
Professor of English  
Wesleyan University
- DANIEL QUILLEN**  
Associate Professor of Mathematics  
Massachusetts Institute of Technology
- JOSEPH RABEN**  
Associate Professor of English  
Queens College of the  
City University of New York
- DONG-SANG RIM**  
Professor of Mathematics  
University of Pennsylvania
- HANS RIS**  
Professor of Zoology  
University of Wisconsin
- ALLAN R. SANDAGE**  
Mt. Wilson and Palomar  
Observatories  
Pasadena
- FRED SANGER**  
Laboratory of Molecular Biology  
Cambridge University, England
- HOWARD SCHACHMAN**  
Professor of Molecular Biology  
University of California, Berkeley
- MICHAEL SCRIVEN**  
Professor of Philosophy  
University of California, Berkeley
- JEAN-PIERRE SERRE**  
Professor of Mathematics  
College de France and Institute  
for Advanced Study
- GRACE SIMPSON**  
Tutor in Archaeology  
Oxford University, England
- NEIL SMELSER**  
Professor of Sociology  
University of California, Berkeley
- WILLIAM A. STEWART**  
Center for Applied Linguistics  
Washington, D. C.
- HANS-LUKAS TEUBER**  
Professor of Psychology  
Massachusetts Institute of Technology
- HIROSI TODA**  
Professor of Mathematics  
Kyoto University, Japan
- JEAN-LOUIS VERDIER**  
Professor of Mathematics  
University of Strasbourg, France
- AARON WILDAVSKY**  
Professor of Political Science  
University of California, Berkeley
- W. K. WIMSATT**  
Professor of English  
Yale University

### SCHOLARS IN THE HUMANITIES FUND

H. G. GADAMER Professor of Philosophy University of Heidelberg Germany	P. LAL Professor of English University of Calcutta India
P. T. GEACH Professor of Philosophy University of Leeds England	RAYMOND H. MCPHEE Director of Public Affairs WFIL-TV, Philadelphia
GESHE GELDEN Tibetan Lamaseray Farmingdale, New Jersey	ABBOT ZENKEI SHIBAYAMA Nanzenji Zen Monastery Sakyo-ku, Kyoto Japan
ALAN GOWANS Professor of Art and Art History University of Victoria, B. C.	HUGH TRAVERS TRACEY Director, International Library of African Music Roodepoort, Transvaal
ANDREW O. JASZI Professor of German University of California, Berkeley	EMILY VERMEULE Professor of Art Wellesley College

### MARY FARNAM BROWN FUND

HEIKO A. OBERMAN  
Director, Institut für Reformationsgeschichte der Universität Tübingen  
Germany

### THOMAS SHIPLEY FUND

HAROLD BLOOM  
Professor of English  
Yale University

### WILLIAM GIBBONS RHOADS FUND

ROBERT PALMER  
Professor of Music  
Cornell University

CHENG MAN-CH'ING  
Painter, calligrapher, poet, teacher,  
master of Tai-Chi-Chuan

## **ACADEMIC COUNCIL**

The Academic Council consists of the President as chairman; the Provost; the Assistant to the President as executive secretary; three elected divisional representatives of the faculty, one to be elected yearly; and the two faculty representatives to the Board. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1968 are Mr. Perloe (Social Sciences), Mr. Finger (Natural Sciences), and Mr. Gutwirth (Humanities).

## **STANDING COMMITTEES OF THE FACULTY**

*(The president and provost are ex officio members of all committees.)*

Educational Policy and Admissions: RICHARD BERNSTEIN, *Chairman*

ROBERT GAVIN, ROGER LANE, WYATT MACGAFFEY, DAVID POTTER, EDGAR ROSE, MELVIN SANTER

Academic Flexibility: WILLIAM DAVIDON, *Chairman*

JOHN CARY, DAVID POTTER, PRESTON ROWE

Academic Standing: COLIN MACKAY, *Chairman*

ROBERT BUTMAN, WILLIAM DAVIDON, PAUL HARE, DAVID POTTER

Distinguished Visitors and Library: DANIEL GILLIS, *Chairman*

LINDA GERSTEIN, ROBERT KANE, DIETRICH KESSLER

Faculty Compensation: DOUGLAS MILLER, *Chairman*

BRADFORD COOK, DAVID KRAINES, JOSIAH THOMPSON

Faculty Research and Study: JOHN CHESICK, *Chairman*

ROBERT MORTIMER, JAMES RANSOM

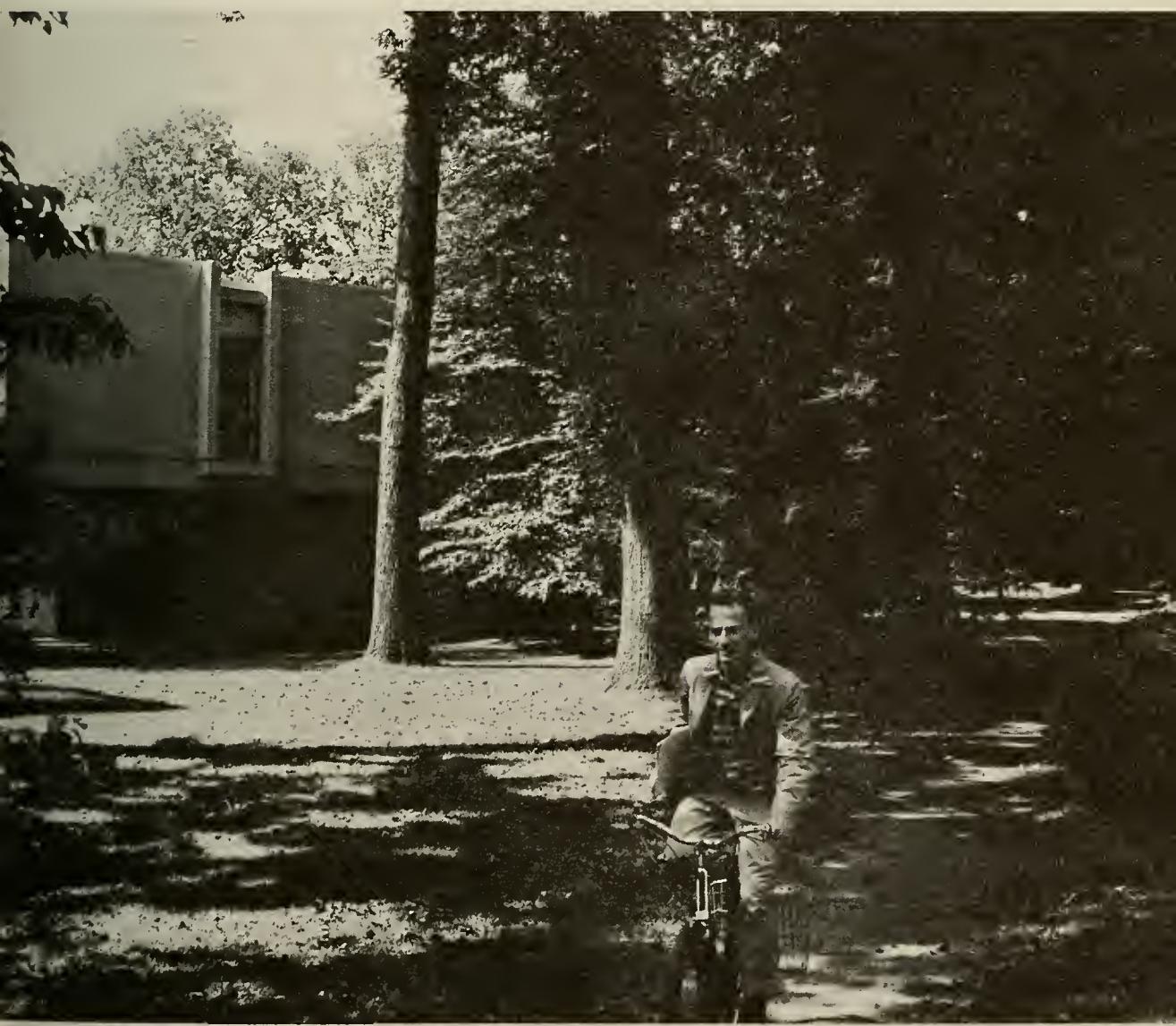
Honors and Fellowships: THOMAS D'ANDREA, *Chairman*

JOHN ASHMEAD, SARA SHUMER, WALTER TRELA

Non-Academic Program: THEODORE HETZEL, *Chairman*

ROBERT BUTMAN, PAUL DESJARDINS, ERNEST PRUDENTE

**THE  
COLLEGE  
AND ITS  
PROGRAM**



## AIMS AND OBJECTIVES

In line with its Quaker tradition, Haverford College stresses three interrelated elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the College community. Along with a commitment to scholarship, the College emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is, the more is expected of him. He will soon discover the high value which the College attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions, on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The College believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations permits each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders from various walks of

life share with the undergraduates their diverse experiences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students.

At the center of the religious activity of the Society of Friends is the Meeting for Worship. Members of the College community gather each Thursday morning at Fifth Day Meeting. The majority of those attending are not members of the Society of Friends. This voluntary meeting provides an opportunity for students, faculty and administration alike to learn from meditative silence or from a spoken message to delineate and cultivate the highest moral principles, and to see themselves in their proper relation to their fellow men and to the totality of life.

## HISTORY

Haverford College was founded in 1833 as the first college established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new College, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first 40 years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the College has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. Even today, at least 18 of the 24 elected members of the Board of Managers must be members of the Society of Friends.

## RESOURCES

The approximate market value of endowment funds and trusts of Haverford College is \$26,000,000. The income from these funds and

the support given to the College annually by its alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Founders Hall, built in 1833 at a cost of \$19,251.40, was known for years as "The College." Over the years the campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall. Except for those who live at home, students live in dormitories or small residence houses on the campus. Similarly a large portion of the faculty live in houses or apartments owned by the College and situated on or near the campus.

#### ACADEMIC BUILDINGS

Classroom and laboratory buildings are Chase Hall, Hilles Laboratory of Applied Sciences, Strawbridge Memorial Observatory, Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, and the Lyman Beecher Hall Building. Some classes are also held in Whitall Hall.

HILLES houses the Engineering Department and contains classrooms, drawing rooms, a departmental library, shops, and mechanical and electrical laboratories. Also located there is the Haverford-Bryn Mawr COMPUTER CENTER. This center contains an IBM 1620 computer with card input and output. The computer has a 60,000 decimal digit memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. This center has several key punches, a sorter, a reproducer, and a tabulator. All of its equipment is used by students.

STOKES HALL provides unexcelled facilities, including classrooms and office space, for the Departments of Physics, Chemistry, and Mathematics. In one wing are an auditorium seating 205 persons and a science library with space for 20,000 volumes and current journals.

The Physics Department is equipped for teaching and research in modern nuclear and atomic physics. Facilities include six general laboratories for course work, seven specialized laboratories for student-faculty research, and two senior thesis rooms, used exclusively by seniors for their major projects. The equipment includes an X-ray unit for powder diffraction work, a subcritical reactor containing 2.5 tons of uranium, a doubly shielded room for work with electromagnetic radiation, and four scanning microscopes. Student-built equipment is also available, such as a laser apparatus and a radio-telescope.

Facilities for the Chemistry Department include five laboratories used in conjunction with formal courses, instrument and specialized equipment rooms, and six independent faculty research laboratories

which are used freely by students doing independent work and advanced projects with professors. The department has its own glass-blowing shop. Equipment includes a full range of recording spectro-photometers, counting equipment for radioactive tracer work, and a gas chromatography apparatus for general use as well as units for separate research projects. The physical chemistry laboratory includes a Bausch and Lomb grating spectrograph, high vacuum systems, and standard precision electrical apparatus. Mettler single pan balances are used in instructional laboratories. Ground joint glassware is used in the elementary organic chemistry program and in all higher courses. Grants from the National Science Foundation are available to students for summer research projects.

The Mathematics Department, located on the top floor, uses several classrooms, some of which are equipped with desk calculators.

SHARPLESS HALL houses the Departments of Biology and Psychology. Three floors, devoted to the Biology Department, include laboratories and seminar rooms with a broad spectrum of facilities for studying all phases of modern molecular biology. There is a large freshman-sophomore laboratory, and a junior laboratory equipped to handle all aspects of cell biology. One entire floor is devoted to student-faculty research where senior students do projects in common with professors. Equipment includes animal rooms, shops for glass-blowing and wood and metal working, several constant temperature rooms for controlled temperature experiments, ultra-centrifuges, a high-resolution electron microscope, spectrophotometers, and a liquid scintillation counter. The department also has its own library and journal collection.

The top two floors are devoted to psychology. Equipment includes both primate and non-primate animal quarters, animal laboratory with soundproofed and full-wired individual experimental rooms, a set of individual multi-purpose animal and human research rooms, a perception laboratory, a statistical laboratory, a social-personality observation laboratory with one-way mirrors, a shop, a journal library and reading room. In addition there is a physiological psychology and control room for animal operation procedures and master control panels of all inter-laboratory communication channels.

LYMAN BEECHER HALL BUILDING, renovated during the past two years, contains modern classroom and office facilities as well as a permanent display of primitive art and an African Studies Room with book shelves, display cases for periodicals and maps, and a screen for showing slides.

WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a 4½-inch re-

fractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of 3½-inch aperture; a zenith telescope of 2¼-inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the observatory.

**HENRY S. DRINKER MUSIC CENTER**, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the Music Department, and houses the College's record collection and music library. The larger concerts are held in Roberts Hall where a Steinway grand and a Schlicker portable pipe organ are at the disposal of artists.

#### THE LIBRARY

The Haverford College Library is planned and developed with the primary purpose of providing the intellectual resources of books, periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the College.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 260,000 volumes, and receives about 1500 periodicals and serials. It is an academic library, planned and operated for the students and faculty of the College, but welcomes alumni, members of the Library Associates, and residents of the Haverford community who wish to consult materials not readily available in public libraries.

The Library building, the first portion of which (the present north wing) was built in 1863, consists of two main parts. The older was the Thomas Wistar Brown Library, which incorporated successive additions to the original building. The new Library, completed in 1968 and named

for James P. Magill, Class of 1907, is joined to the old library. When the Magill Library was built, extensive alterations and improvements were also made to the older structure.

The Magill Library has about 73,000 square feet of floor space, shelf capacity for 500,000 volumes, seating capacity for 500 persons, a fire-proof vault for all rare books and manuscripts, and controlled air and humidity. There are 260 carrels; of these, thirty are enclosed and reserved for faculty use and twenty-four are reserved for students who wish to use typewriters in the Library. Special reading and work rooms include:

**GUMMERE-MORLEY ROOM**, a browsing room commemorating Professors F. B. Gummere and Frank Morley, Sr.

**MICROFORMS ROOM**, equipped with microfilm, microfiche, and micro-card readers, and a microfilm file of *The New York Times*.

**RUFUS M. JONES STUDY**, a replica of Rufus Jones's study, with some of his books and furniture.

**THE TREASURE ROOM**, provided through the generosity of Morris E. Leeds, Class of 1888, contains part of the Quaker Collection. Staff offices and research facilities for visiting scholars are provided in the Treasure Room, Borton Wing, and Harvey Room.

**THE BORTON ROOM**, named for Hugh Borton, Class of 1926, former President of Haverford College, adjoins the Treasure Room. Above the Borton Room is the Harvey Peace Research Room; below it, the vault for rare books and manuscripts.

**THE CHRISTOPHER MORLEY ALCOVE**, at the east end of the building, serves as a browsing area and contains exhibits and collections of Christopher Morley's writings.

**THE SHARPLESS ROOM**, named in honor of Isaac Sharpless, president of Haverford 1887-1917, and furnished by the Class of 1917, is a public gallery where many of the College's paintings are hung.

**THE HIRES ROOM**, named for Harrison Hires, Class of 1910, and Mrs. Hires, is an audio room where discs and tapes can be heard.

**THE STRAWBRIDGE SEMINAR ROOM** is used for seminars and committee meetings.

**THE C. C. MORRIS CRICKET ROOM AND COLLECTION** is a handsome lounge with shelves and display cases illustrating the history of American cricket, with special emphasis on Haverford College and the Philadelphia area.

THE CRAWFORD MEZZANINE in the South Wing provides writing and study tables for forty-four students. It is named for Alfred R. Crawford, Class of 1931, Vice President of the College, 1964-66.

The original north wing was renovated in 1952 and called the Philips Wing in honor of one of the College's principal benefactors, William Pyle Philips, Class of 1902.

Departmental libraries are maintained in Stokes Hall for Chemistry, Physics, and Mathematics; in Drinker Hall, for Music; in Hilles Hall, for Engineering; and in Sharpless Hall, for Biology and Psychology.

### *Special Collections*

THE QUAKER COLLECTION was started in 1867 when the Board of Managers decided to gather "an important reference library, especially for works and manuscripts relating to our own Religious Society." The Library already contained many Quaker books and manuscripts, including the "Letters and Papers of William Penn," a gift of Henry Pemberton.

Today the Quaker Collection is a major repository for both printed and manuscript material about the Society of Friends. The 22,000 books include more than 4000 printed before 1700, the unique nucleus of which is the *William H. Jenks Collection of Friends Tracts*, containing 1600 separately bound titles, mostly of the seventeenth century. The several thousand pamphlets and serials in the collection include the most complete sets of the bound volumes of Quaker periodicals and of Yearly Meeting minutes in existence. The 75,000 manuscripts and documents, maps and pictures, include the journals of nearly 700 important Friends, the papers of many Quaker families, Meeting records, archives of Quaker organizations, and a great deal of material on Friends and the Indians.

The Quaker Collection welcomes gifts of family papers, books, or other material related to the history of Friends, and it grows constantly through both gifts and purchases. A brochure describing the Quaker Collection may be obtained upon request.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains 1360 books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 325 separate volumes and 16 boxes of pamphlets and extracts. The personal papers of Rufus M. Jones are also in the Library, and are available for use by scholars under certain conditions.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographed letters of the signers of the Decla-

ration of Independence, authors, statesmen, educators, artists, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious, political, and military history.

**FRENCH DRAMA OF THE ROMANTIC PERIOD**, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the College by William Maul Measey.

**THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS** comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

**THE WILLIAM PYLE PHILIPS COLLECTION** contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

**THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS** contains over 60 Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and Codices collected by J. Rendel Harris.

#### *Affiliations*

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to faculty and students of each of the colleges.

**THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE**, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over 200 libraries of the Philadelphia area.

#### **ART COLLECTION**

A small permanent art collection, including paintings and drawings by Homer, Inness, Pinturicchio, Sargent, and Whistler, is displayed in the Library. Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the College.

Framed reproductions of outstanding paintings and a few originals are available at the beginning of each semester for loan to students.

#### **MUSIC**

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the Music Department consists of several pianos and a collection of scores, books, and phonograph records presented in 1933 by the Carnegie Corporation.

This record collection, housed in the Henry S. Drinker Music Center, has served as the basis for further acquisitions which are used for teaching and study purposes.

#### RESIDENCE HALLS

Approximately 95% of the students live on campus. With few exceptions, most men live in suites where two, three, or four bedrooms adjoin a common living room.

The dormitories include *Barclay Hall* and *Lloyd Hall*, which house mostly freshmen, *Leeds Hall* and *Gummere Hall*. Three new dormitories, *Jones*, *Lunt*, and *Comfort Halls* were opened in 1968. Each houses 64 men. Two of them include a suite where students may host visiting scholars.

Spanish- and French-speaking students may reside in *Williams House* and *French House*.

#### ATHLETIC FACILITIES

Haverford's GYMNASIUM is supplemented by the ALUMNI FIELD HOUSE, which affords capacious facilities for indoor athletics and has proved its value in the College's extensive program for physical education. Walton Field, where football games and track meets are held, has stands capable of seating 2000 spectators. Around the field is a quarter-mile track with a 220-yard straight-away. In addition, varsity soccer matches are played on the Class of '88 Field, varsity baseball games are played on Class of '16 Field, and cricket is played on Cope Field. The College has 15 tennis courts, six of them all-weather, a skating pond, a cross-country course, and several practice fields which are also used for intramural sports.

#### OTHER BUILDINGS

The admissions office and office of the President are located in ROBERTS HALL, an impressive columned building at the center of the campus, which also contains an auditorium seating over 700. Other administration offices are maintained in FOUNDERS, HILLES and WHITALL. The UNION provides facilities for the campus radio station, student lounges, the College bookstore, and a snack bar.

MORRIS INFIRMARY, presented by John T. Morris of the Class of 1867, houses a clinic, emergency treatment room, and facilities for bed care of 10 patients, including an isolation ward for contagious diseases. It has its own kitchen and accommodations for a resident nurse.

#### LOCATION

Located 10 miles west of Philadelphia on the "Main Line," Haverford is fortunate to have the extensive cultural, scientific and industrial

facilities of the Greater Philadelphia area close at hand. Within a half hour's drive there are some 20 other colleges and universities. Haverford Station, on the Pennsylvania Railroad between Ardmore and Bryn Mawr, is 20 minutes from the center of the city. The campus fronts on famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

The campus, landscaped and park-like in appearance, provides a beautiful natural setting. The ARBORETUM and WOOLMAN WALK, the latter the gift of the late Edward Woolman '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences.

## ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the College offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extracurricular activities.

Whenever practicable, the College will expect the candidate to have a personal interview with the Director of Admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

The preparatory course should include as a minimum four years of English, three years of mathematics including two years of algebra, three years of one foreign language (in preference to two years of two languages), a laboratory science, and a course in history or social studies. Additional courses in foreign language, mathematics, science, social studies and history will be dictated by the interests of the candidates.

Each applicant for admission must take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The English Composition Test is required, but a candidate may

choose the other two tests. If there is any doubt about the choice of the two tests, he should consult the Director of Admissions. Applications involving divergence from the normal procedure must be discussed in detail with the Director of Admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10 drawn to the order of Haverford College to cover the application fee, which is not refundable.

Candidates are encouraged to visit the College for an interview. The Office of Admissions is open from 9 A.M. until 4:30 P.M. on weekdays and from 9 A.M. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Alumni Representatives in various sections are pleased to provide information about the College to interested students. A list of Alumni Representatives is on page 179-186 of this catalogue.

#### **INFORMATION CONCERNING COLLEGE ENTRANCE BOARD TESTS**

The College Entrance Examination Board will offer the Scholastic Aptitude Test and Achievement Tests on each of the following dates during the 1968-69 academic year:

Sat., Nov. 2, 1968	Sat., Mar. 1, 1969
Sat., Dec. 7, 1968	Sat., May 3, 1969
Sat., Jan. 11, 1969	Sat., July 12, 1969

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT and Achievement Tests. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. 08540. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applica-

tions to College Entrance Examination Board, P. O. Box 1025, Berkeley, Calif. 94701.

Alaska	Nevada	Manitoba
Arizona	New Mexico	Saskatchewan
California	Oregon	Northwest Territory
Colorado	Utah	Yukon Territory
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Alberta	Pacific Islands, including
	British Columbia	Japan and Formosa

#### **EARLY DECISION**

An early decision plan is available for candidates whose first choice is Haverford. Since a limited number of students can be accepted under the plan, only students who have seriously investigated the College and who are well qualified should apply. Candidates must take the required College Board examinations in their junior year and must submit an application before November 1. Additional information may be obtained from the Director of Admissions.

#### **TRANSFER STUDENTS**

A number of transfer students are admitted each year. In addition to filing an application, a candidate must submit a school transcript (on a form provided by Haverford), the results of the College Board examinations that he has taken, a college transcript, a letter of recommendation from a responsible official of the college which he is attending, and have an interview with a representative of the Admissions Office. Decisions are usually announced in June.

#### **ADVANCED STANDING**

An adequately qualified student may be permitted to omit an introductory course in college and proceed directly to work at the intermediate level in that subject. Several departments give placement examinations to determine these qualifications; other departments use less formal means. Students who have taken courses in high school under the Advanced Placement Program may take tests in these subjects given by the College Entrance Examination Board each May. Students who do well on these tests may be given advanced placement or college credit or both. Credit may also be granted for work done at another college prior to entrance here. To be considered for such credit, a student must arrange for the transcript of the work to be sent to Haverford. Provision

is made under the Flexibility Program (see pages 50-52) for a student to make a special use of such credits if he so desires.

## HOUSING

The value of participating as widely as possible in the life of the community is an integral part of Haverford's educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the College during the immediately preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat College property with the same consideration as their own. A student is held financially responsible for any damage to his room.

## EXPENSES

The tuition charge for all regular students is \$2125 for the academic year.\* Tuition for special students is \$250 per course, per semester. The residence fee is \$950 per year. The payment of a unit fee of \$150 per year makes it possible for the student to participate in any campus organization without an additional fee.

The residence fee covers board and room charges when College is in session; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the College. Students will supply their own study furniture, blankets, and towels. Full furnishings are provided in Jones, Lunt, and Comfort Halls.

The unit fee includes the following: student activities fee, admission

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\* Any student who is taking four or more courses in a given semester, or who has been granted permission, under the Flexibility Program (see pages 50-52) to carry fewer courses, is regarded as a regular student.

to Art Series, laboratory fees, health fee, accident insurance (a maximum of \$1000 within one year of each accident), diploma, and psychological tests when required by the College.

There are four scheduled vacation recesses during the school year: Thanksgiving, Christmas, midyear recess, and spring vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods. An extra room charge of \$2 per day is made for students remaining on campus during the Christmas and spring vacations.

The College requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester. In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance. If the tuition bill is not paid, the student will not be considered as enrolled at the College. Transcripts will not be released at the end of the semester until all charges and fees have been paid.

A non-refundable fee of \$10 is payable when application for admission is presented.

When a special diet is required for medical reasons, and approved by the college physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

The College requires freshmen to pay a fee of \$25 toward the cost of the orientation week. New students who are not freshmen should come on Thursday afternoon of orientation week. A fee of \$10 will be charged for this portion of the orientation period.

The College requires a \$100 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June 1, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year. A student's official transcript will not normally be sent until all outstanding charges [fees, books and other incidental charges] have been paid.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund

of the residence fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness for four weeks or more, a partial refund of the residence fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

#### **COLLEGE RESPONSIBILITY**

The College is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Business Office.

#### **MONTHLY PAYMENTS**

Parents who prefer to pay tuition and other fees in monthly instalments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Business Office.

#### **FINANCIAL AID**

Students at Haverford pay only a portion of the entire cost of their education, since endowment income covers 50 percent of it. Nevertheless it must be recognized that the student bill is a considerable sum. Fortunately, the College has many resources to aid in meeting expenses. As a result, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The main sources of financial aid are described below. A more detailed discussion of the problem is described in a separate booklet entitled *Financial Aid at Haverford*.

The financial aid program — scholarships, loans, and jobs — is administered by a committee consisting of the Director of Admissions, who serves as chairman, the Associate Dean of the College, and the Dean of Students.

#### **SCHOLARSHIPS**

Scholarships are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need continues.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, at the appropriate CSS office,

before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Inquiries about scholarships for incoming students should be addressed to the Director of Admissions.

Students enrolled at the College must submit all preliminary correspondence and applications for undergraduate scholarships for 1969-70, together with supporting letters from parents or guardians, to the Director of Admissions, before April 15, 1969.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

**CORPORATION AWARDS** — Four Corporation Scholars will be chosen in the senior, junior and sophomore classes. The selection will be made on the basis of the highest general averages for the preceding year. Each Corporation Scholar will be awarded \$50. No application for these awards is necessary.

**ENDOWED SCHOLARSHIPS** — Included in the College's endowment are a number of funds designated especially for scholarships. A list of the endowed scholarships appears on pages 162-169 of this catalog.

**GENERAL SCHOLARSHIPS** — In addition to the endowed scholarships, a general scholarship fund is available. Scholarships awarded from this fund will vary in size and number according to the needs of the applicants.

#### **STUDENT LOAN FUNDS**

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Inquiries about loans should be addressed to the Director of Admissions.

#### **STUDENT AID**

In addition to the Student Loan Fund and to scholarship help, the College offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the College. The program of student aid is administered by the Dean of Students.

### **PLACEMENT SERVICE**

Haverford's placement service is under the direction of the Director of Alumni Affairs. A list of positions open in business, government and institutions is maintained in the Alumni Office. Interviews with representatives of business concerns, government agencies and institutions can be arranged. Students planning to go to graduate schools are guided by members of the administration and faculty appointed to provide advice and information in these areas: business administration, education, engineering, law, medicine and theology. Students planning to do graduate work in a departmental subject should consult with the chairman of the department at Haverford.

### **CURRICULUM**

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and to understand, to make sound and thoughtful judgments. The requirements for the degree encourage the exercise of these skills in each of the broad fields of human knowledge, and a fuller development of them in a single field of concentration.

### **BACHELOR'S DEGREE**

To graduate from Haverford College a student must complete successfully the equivalent of four years of academic work, at least 36 semester courses, and eight terms of non-academic work in physical education or the Arts and Service Program. Credit for a year of academic work is given to a student who has passed at least eight semester courses with an average of at least 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and senior years. The Academic Flexibility Program described below suggests some ways in which the program may be adapted to meet the needs of individual students.

Among the 36 courses taken for the degree, a student must include English 11-12 or its equivalent, the courses required by his major department, and those required under the distribution requirement. To avoid undue specialization, the College requires that at least 21 courses must be passed in departments other than the student's major. A course in the major field cannot be used to satisfy a departmental requirement for the degree if the grade is below 65. He must also include course 100 in his major department during the senior year, at the end of which he must take the comprehensive examination in that department and receive in it a grade of at least 70. The degree conferred upon candidates meeting these requirements is that of Bachelor of Arts, or, for students majoring in the natural sciences, mathematics or engineering who request it, Bachelor of Science.

### *Course Load*

Of the 36 courses required for graduation, 20 are normally completed by the end of the sophomore year. However, on recommendation of the faculty adviser and with the approval of the Associate Dean, a student may take as few as 18 courses during the first two years. Within these limits, the 36 courses may be distributed among the normal eight semesters as the student and his adviser see fit — five courses in each of four semesters (usually the first four) and four courses in each of the remaining semesters. Any student is free to take more than 36 courses, but to take more than five at one time he must have had an average of 80 or better the preceding semester.

### *Course Intensification*

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with the approval of his adviser, a student may register, with the instructor's permission, for double credit in one course and, in unusual cases, in more than one. In a double-credit course, the student undertakes an approved program of independent study in conjunction with a regular course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects, and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases a student may apply to the Committee on Academic Flexibility for permission to pursue a reduced program without enrolling in a double-credit course.

### *Distribution Requirement*

By the end of his sophomore year a student must have passed English 11-12 or its equivalent, and in addition at least two semester courses in each of the three divisions of the College. For the purposes of this requirement courses cross-listed between departments in two divisions will count only in the division in which they are actually taught. General courses meet distribution requirements in the division in which they are actually taught. Elementary and intermediate language courses may not be counted toward distribution requirements.

The departments of the College [including Bryn Mawr departments of Archaeology, Geology, History of Art and Italian, for which Haverford has no counterparts] are divided into three divisions as follows:

Humanities: Archaeology, Classics, English, French, German, History of Art, Italian, Music, Philosophy, Religion, Russian and Spanish.

Natural Sciences: Astronomy, Biology, Chemistry, Engineering, Geology, Mathematics and Physics.

Social Sciences: Economics, History, Political Science, Psychology, Sociology and Anthropology.

Courses taken at Bryn Mawr will be accepted as satisfying distribution requirements, but not normally courses taken elsewhere. For transfer students, credit toward distribution requirements for work already done is evaluated by the Associate Dean at the time of admission.

#### *Foreign Languages*

In order to graduate, a student whose native language is English, must complete one year of a foreign language beyond the elementary level. This requirement may be met by a qualifying examination.

At the time a student is admitted to a department his major supervisor, in consultation with the student and his language instructors, will decide whether the student's projected upper class work and special interests require him to pursue additional language study, and if so, what study is required.

#### *Free Electives*

A number of courses sufficient to bring the total to at least 36 semester courses shall be chosen by the student in consultation with his faculty adviser, with the understanding that the College reserves the right, through the adviser and the Associate Dean, to prevent unreasonable combinations of courses.

#### *Non-Academic Electives*

In addition to the thirty-six semester courses of academic work required for a degree, eight terms of non-academic courses are required of each student, of which at least five terms must be in physical education, unless the student is excused on medical grounds. The non-academic program offers courses in three nine-week terms in the fall, winter and spring of the academic year.

#### *Major Concentration*

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology and Anthropology (at Bryn Mawr College if emphasis is on Anthropology), Spanish.

Definite requirements are stated under the name of each department

on pages 62-153. During the fourth semester of his attendance, each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately 12 semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the Associate Dean. Failure to file with the Associate Dean, before the date specified on the College calendar, a copy of his major program signed by his major supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the Associate Dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses"/\* of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the Associate Dean.

Each senior must take a special major comprehensive examination (written, oral, or both) during the period scheduled for such examina-

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\* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

tions. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his major supervisor, present himself for re-examination at a date (to be determined by the major supervisor) later than Commencement Day of the current year.

If the re-examination is taken one year later, during the regular period of major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination, a senior shall engage in a period of study, technically called course 100, Senior Departmental Studies, in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the four courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination, a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his major concentration.

Students taking majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *inter-departmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an inter-departmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the Associate Dean, in consultation with and subject to the approval of the chairmen of the

departments concerned, one of whom will be designated as major supervisor for that student.

In rare cases, and only for high-ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the Associate Dean as well as from the chairman of each of the departments concerned.

#### FRESHMAN PROGRAM

Each freshman, on entering the College, is assigned to a faculty member who serves as a special adviser for the orientation week and the first three weeks of the semester, and who makes himself available for extended consultations to facilitate adjustment to the College. During the third week of classes each freshman is reassigned to a regular adviser, where possible based on his preference among his teachers. Unless the student or the adviser requests a change, the student retains the same adviser until he chooses a major, near the end of the sophomore year, when the chairman of the major department becomes his adviser. Assignment of advisers for incoming students is made by the Associate Dean, on the basis of the best evidence available to him. An important function of the adviser is to help the student select a plan of study, consistent with College requirements, which is suited to his special needs.

The distribution requirements are designed to assure that each student will acquire a minimum breadth of knowledge and interest, and expose himself to areas of knowledge and ways of thinking which may be new to him, and which might change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty requires that students take English 11-12 or its equivalent, and strongly recommends that the other four courses in each of the first two semesters be in four different departments. Sophomores normally will not be permitted to take more than two courses in the same department in any one semester. The Committee on Academic Flexibility will exercise general supervision over unusual combinations of courses.

The courses open to freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a freshman may be permitted by the department concerned and by the Associate Dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each freshman's capacity for oral expression is considered early in

the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

#### FLEXIBILITY PROGRAM

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore made for changing the normal requirements in certain individual cases. Particular emphasis is placed on attempting to take advantage of any advanced work, such as that done under the Advanced Placement Program, which a student may have completed successfully before entering the College.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Academic Flexibility, which consists of three faculty members and the Associate Dean of the College. Before granting an exception, the committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his adviser and from the chairman of the department in which he proposes to major. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both (including especially those students who enter with several credits from the Advanced Placement Program) are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The College suggests consideration of the following, as examples of special programs which might be followed:

*Enrichment and Independent Study:* Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Academic Flexibility may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and will complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a) above, will also include some advanced independent work relating to both departments.
- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of

two or three of his last four semesters, two double-credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for *honors*, may be granted departmental or interdepartmental *honors* for these programs.

*Graduation in less than eight Haverford semesters:* Students with extra credits, gained from the Advanced Placement Program, summer school, or carrying an overload, or from some combination of these, may be able to finish requirements for the Haverford degree in less than the normal four years. Other students may obtain credit for a year's work under either the Study Abroad or the Junior Year Language programs. Such students, like transfer students, may graduate after fewer than eight semesters at Haverford, but with the usual 36 course credits.

Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Academic Flexibility may approve an individual student course program for graduation with fewer than the usual number of courses. Three examples of possible programs are:

- (a) *Graduation after three years:* A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 15 or more courses, may request permission to graduate after only two more years at the College. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual distribution and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the Committee and by his major supervisor.
- (b) *A term away from Haverford:* There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad. A student accepted into the "term away" program must meet all departmental and distribution requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Academic

Flexibility and by his major supervisor, and evaluated by them after completion.

- (c) *Reduced course load:* The 36 course requirement in effect at Haverford helps to assure that diversity which is an important part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Academic Flexibility is authorized to permit some students, where good reason can be shown, to omit one of their courses.

*Graduation in more than eight Haverford semesters:* Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more. The Committee on Academic Flexibility may permit some students to remain at Haverford for a fifth year. Examples would include students with physical handicaps which prevented them from carrying a full load, students who change their goals or who have aspirations (such as a double major) for which more than four years might be required, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which academic credit at Haverford is not appropriate.

#### **DEVELOPMENTAL READING**

A program of developmental reading, under the supervision of the counselors, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

#### **PREPARATION FOR PROFESSIONS**

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is

a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and Biology 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; international affairs, Mr. Mortimer; law, Mr. Lane; medicine, Mr. Cadbury or Mr. Santer; theology, Mr. Spiegler.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

## REGULATIONS

### *Conflicting Courses*

A student is not allowed to elect conflicting courses, except with the permission of the Associate Dean and the two instructors concerned.

### *Audited Courses*

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing, and audited courses are not listed on the transcript.

### *Course Changes*

Courses may be changed during the first two weeks of each new

semester. During that time students are free to make changes after consultation with their advisers and the Associate Dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the Associate Dean.

A student, who has registered for a fifth course in a semester when he need take only four, may drop that course without penalty at any time before the end of the fourth week of classes with the approval of his adviser and the Associate Dean.

#### *Lecture and Laboratory Courses*

With the approval of the instructor in the course, the student's adviser, and the Associate Dean, a student may take for credit either the laboratory work or the class work of a course which normally includes both. The grade received would be recorded on the student's transcript with the notation "Lecture only" or "Laboratory only," as the case might be. The grade received would not be included in the calculation of the student's average.

Such a course would not be included among the 36 courses required for graduation, nor among the 21 courses required outside the student's major department, nor among the courses needed to meet a limited elective requirement.

#### *Evaluation of Academic Performance*

The instructor in each course submits at the end of each semester a numerical grade, or in some senior seminars, a written evaluation for each student. A grade of "c.i.p." (course in progress) may be submitted at midyear for senior research courses which run throughout the year, and for certain other courses as agreed on by the instructor and the Associate Dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). Beginning with the class of 1971, numerical grades given during a student's first four semesters will be used for internal College purposes only. The transcript record will indicate what courses a student has taken during his first two years, with a notation if he fails, drops or withdraws from any one of them.

Should it be necessary to release any of these grades, exceptions will be administered by the Associate Dean.

If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "DR" and counts as a 40. If a student is permitted to withdraw from a course for unusual reasons including those

beyond the student's control, such as illness, it is recorded as "W" and is not assigned a numerical grade, nor regarded as a failure.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from college freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the Registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the Associate Dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the midyear or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

#### *Late Papers*

If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4:00 P.M. on Wednesday, January 15th, for First Semester, or Tuesday, May 20th, for Second Semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrangements have been made *in advance* with the instructor in the course and the Associate Dean. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60, or, in a course required for the major, 65.

#### *Courses Taken Without Recorded Grade*

Juniors and seniors may elect one course each semester outside the division of their major department for which no grade will be recorded on the transcript. A notation will be made, however, if the student fails,

drops, or is permitted to withdraw from the course. Students must inform the Registrar of a course to be so handled by the end of the fourth week of classes.

#### *Courses With Written Evaluation*

In certain senior seminars, a department may choose to give a brief written evaluation of a student's performance instead of a numerical grade. These evaluations will be attached to the transcript record and will serve in place of numerical grades in those courses. Where such evaluation is to be used, this fact will be announced to the students at the time of registration.

#### **INTERCOLLEGIATE COOPERATION**

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford, Bryn Mawr College, Lincoln University, Swarthmore College, and the University of Pennsylvania. Under this arrangement, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

Students wishing to take advantage of this arrangement must obtain the permission of the Associate Dean. Such permission is normally granted unless the course in question conflicts with required appointments at Haverford. It is not granted if an equivalent course is offered at Haverford; however, if taking the course elsewhere will resolve a serious schedule conflict, the Associate Dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Haverford students taking courses at Swarthmore College or the University of Pennsylvania are expected to make their own arrangements for transportation. Bryn Mawr and Haverford jointly operate two buses which make regular hourly trips between the two campuses on weekdays.

#### **STUDY ABROAD**

Well-qualified students who request it may be granted permission to spend a semester or a year studying in a foreign country. Such permission will require approval of the student's major supervisor and the Associate Dean. If the student is not a language major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the Associate Dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their entire junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sopho-

more year. The program of studies abroad must be worked out in advance; if the program is completed successfully, the College will grant credit toward the degree for the work accomplished. Scholarship funds may be transferred for approved study abroad.

#### **JUNIOR YEAR LANGUAGE PROGRAM**

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford — Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the Associate Dean in the early spring of the sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the Associate Dean.

#### **AFRICAN STUDIES**

Students wishing to focus their interests on African civilization are encouraged to enroll in courses emphasizing African materials offered by several departments in the humanities and social sciences at the three Quaker colleges and to arrange for regional concentration in fulfilling departmental requirements for majors. In planning their programs, students should consult Professor Harvey Glickman, Director of African Studies, or Professor Wyatt MacGaffey.

#### **VISITORS AND LECTURES**

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this

bequest is used to bring to Haverford "distinguished scientists and statesmen," whose visits may last anywhere from a few hours to a full academic year.

#### SUMMER PROGRAMS

Haverford does not have a regular summer session, but it does act as sponsor for a variety of non-academic, as well as educational, programs.

The College offers a co-educational Summer Language Institute, with intensive instruction in German and French. This program is designed for students and teachers who wish to start a new language, and does not carry regular term credit at the College.

Post-Baccalaureate Fellows (page 59) are eligible to participate in this program. Courses are also available for these Fellows in mathematics, biology and English.

In 1967-68 the first Haverford Chamber Music Center was held at the College, with a string quartet, a concert pianist and American composers in residence. Repeated again in 1968-69, the program offers individual and group instruction in chamber music, its instruments and composition. Four Sunday evening public concerts add performing experience.

In 1968-69, under a grant from the U. S. Office of Education, a summer institute in African Studies will offer a program of courses designed to introduce secondary school teachers to material on African history, politics, culture and international relations.

#### *Center for Nonviolent Resolution of Conflict*

Haverford College has long had a special concern for the peaceful resolution of conflict, particularly where it involves interracial and international relations. Current urban unrest and increasing violence among nation-states call for new approaches to conciliation and problem-solving. Young men, faced with involvement in war and with racial injustice that conflicts with their basic values, have a special concern for seeking out constructive ways by which to influence the course of such conflicts away from war and domestic violence.

This heightened concern has led the College to provide for the establishment of a center for the study of conflict problems, and the direct involvement of members of its community in conflict resolution in various capacities. In the center program, students and faculty, through group study, formal courses, individual research projects, and the development of action programs, will increase their understanding of human conflict and will explore ways of strengthening and expanding available nonviolent means for resolving it. The program will be designed

to promote that healthy mixture of detachment and involvement that encourages both relevant scholarship and enlightened service.

The center offers, as part of the social science curriculum, courses dealing with social conflict, nonviolence, and contemporary social and political issues. In addition, supervised individual research is available, as well as programs involving students in poverty programs in metropolitan Philadelphia and perhaps elsewhere in the nation and the world. It is hoped that in the next few years, interested students will be able to specialize in conflict studies within any one of the social science disciplines. Students interested in participating in the program should consult Paul Wehr, director of the center.

#### **POST-BACCALAUREATE FELLOWSHIP PROGRAM**

Under this program, established in 1966, fellowships are awarded to young men and women of promise who can profit by studying for a year at a highly demanding liberal arts college after receiving the bachelor's degree and before entering graduate or professional school. It is supported by substantial grants from the Rockefeller Foundation and the Josiah Macy, Jr. Foundation and smaller grants from several other sources. Most of the scholarships have been awarded to graduates of the predominantly Negro colleges of the South.

The program centers at Haverford College, which handles the funds and supplies office space for the director, William E. Cadbury, Jr., who was dean of the College from 1951 until his resignation in January 1966, to accept this position.

For the academic year 1968-69, support is available for approximately 30 students interested in earning a Ph.D. degree and following careers of college or university teaching and research, for 20 students interested in medicine, and for one or two students interested in public affairs. Fellows for this year will study at Bryn Mawr, Haverford, Knox, Oberlin, Pomona and Swarthmore Colleges. They will choose their courses from the regular offerings, selecting those they feel will best fill their scholarly needs and interests.

#### **FINAL HONORS**

*Final honors* are awarded to students who have undertaken and carried through academic work of high quality. *Final honors* are of two kinds, those awarded by departments and those awarded by the College.

1. A student who is considered to have the requisite ability is invited by his department to become an *honors* candidate as early as possible in the course of his major work. The exact nature of departmental *honors* work and the criteria used in judging it are listed in the depart-

mental statements in this catalog. For *honors* the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded department *honors* may be invited by the Committee on Honors and Fellowships to stand for College honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the Committee.

The Committee on Honors and Fellowships will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

#### HONOR SOCIETIES

**PHI BETA KAPPA.** — The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President*, John F. Gummere '22; *Vice President*, George H. Nofer, II '49; *Secretary*, Holland Hunter '43; *Treasurer*, John Davison '51.

**FOUNDERS CLUB.** — The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President*, E. Howard Bedrossian '42; *Treasurer*, Matthew M. Strickler '62.

**COURSES  
OF  
INSTRUCTION**



The numbering system used in this *Catalog* involves a two-digit number for most semester courses. Courses numbered from 11 through 20, primarily freshman courses, are open to all students unless otherwise restricted; courses numbered from 21 through 30 are open to sophomores, juniors and seniors; courses numbered from 31 through 60 are open to juniors and seniors; courses numbered from 61 through 80 are open only to seniors; courses numbered from 81 through 89 are project courses open to seniors and, in exceptional circumstances, to juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second. Credit will not automatically be given for the first semester of a year course in which the student fails the second semester.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

The College does not assign a specific number of credit hours to each course. However, for agencies which require that records be submitted in terms of credit hours, the following rules apply: Each semester's work, if completed satisfactorily with a full load of four or five courses, carries 15 semester hours credit. If a course is failed, credit is reduced by one-fourth or one-fifth, depending on whether the student is carrying four or five courses. Three hours is added for each course over five. Each laboratory course, when evaluated separately, is counted as four semester hours.

Credit will not automatically be given for the first semester of a year course in which the student fails the second semester.

## ASTRONOMY

Professor LOUIS C. GREEN, *Chairman\*\*\*\**

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

### MAJOR REQUIREMENTS

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 43, 45, 46; Astronomy 81 or 82, 100; Mathematics 13, 14 or 19; Physics 19. Three written comprehensive examinations of three hours each.

### REQUIREMENTS FOR HONORS

All astronomy majors are regarded as candidates for *honors*. The award of *honors* will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

#### 11, 12 DESCRIPTIVE ASTRONOMY

Mr. Green

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

*Offered in 1969-70 and thereafter.*

#### 41 GENERAL RELATIVITY AND COSMOLOGY *(Also called Physics 41)*

Mr. Green

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Physics 19, and Mathematics 13, 14 or 19.

*Offered in 1969-70 and alternate years.*

#### 42 HIGH ENERGY ASTROPHYSICS

Mr. Green

This course will treat such topics as radio galaxies, quasi-stellar objects, galactic explosions, gravitational collapse, neutron stars, and cosmic X-ray and gamma-ray sources. Prerequisite: Physics 19, and Mathematics 13, 14 or 19.

*Offered in 1969-70 and alternate years.*

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\*\*\*\*On sabbatical leave in residence, 1968-69.

**43 PLASMA PHYSICS**

Mr. Green

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet, and cosmic ray fluxes; the distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources, and the magnetic field of the galaxy. Prerequisite: Physics 18, and Mathematics 13, 14 or 19.

*Offered in 1968-69 and alternate years.*

**45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS  
(Also called Physics 45 and Mathematics 45)**

Mr. Green

The principal ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed. Attention is given to the properties and the relations between such special functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric. An introduction to Sturm-Liouville theory is presented. Approximate solutions are sought by perturbational, variational, iterative, and numerical procedures. Examples are chosen from such fields as Hamilton-Jacobi theory as applied to problems of the motion of the satellites, planets, and charged particles in the solar system, quantum mechanics as applied to nuclear, atomic, and molecular structure and certain scattering problems, diffusion problems, aerodynamics, and radiative transfer. Prerequisites: Physics 19 and Mathematics 13, 14 or 19, or consent of the instructor.

*Offered in 1969-70 and alternate years.*

**46 STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS**

Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Physics 19, and Mathematics 13, 14 or 19.

*Offered in 1968-69 and alternate years.*

**81, 82 SPECIAL TOPICS IN ASTROPHYSICS**

Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics and astronomy.

**100 SENIOR DEPARTMENTAL STUDIES**

Mr. Green

**BIOLOGY**

Associate Professor IRVING FINGER, *Chairman*

Professor ARIEL G. LOEWY\*\*\*

Professor MELVIN SANTER

Assistant Professor DIETRICH KESSLER

Assistant Professor EDWARD YAROSH†

Assistant Professor MICHAEL SHOWE

Assistant GRACE STODDARD

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year. Special emphasis is placed on molecular and cell biology.

Biology 11 and 12 are designed primarily for students not intending to major in biology.

The prospective biology major normally takes no biology in his freshman year, but instead prepares himself for work in biology by taking chemistry and perhaps mathematics or physics.

Students with a strong high school background in chemistry may, with permission of the department, take Biology 21-22 in their freshman year.

The courses designed for the major program are built up in a series of three stages:

- (1) One full year sophomore course (21-22), which introduces the student to cellular, microbial, and developmental biology.
- (2) Four advanced courses (31, 32, 33, 34) to be taken at the junior or senior level, designed to create sufficient competence for research in the senior year.
- (3) One Senior Research Tutorial taken for single or double credit (chosen from 61-62, 63-64, 65-66, 67-68) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors. Senior Research Tutorials may be started with the consent of the instructor during the junior year. Students have the opportunity to apply for a summer research stipend which enables them to begin their research in the summer following their sophomore and junior years. Qualified chemistry or physics majors may be admitted to the Senior Research Tutorials with consent of the instructor.

Biology 100, a senior seminar taken at half intensity for both

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\*\*\*On sabbatical leave 1968-69.

†Appointed on the Sloan-Foundation Grant.

semesters. It consists of student papers and discussions, faculty presentation of research problems, and the year's Philips program.

### MAJOR REQUIREMENTS

Biology 21-22; Biology 31, 32, 33, 34; one year-sequence of biology courses in the 60's; Biology 100; Chemistry 13, 14 or Chemistry 15; Chemistry 25, 26. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

A student who prefers to emphasize a more thorough preparation in the physical sciences has the option of replacing Biology 33 and 34 with two semester courses in chemistry, physics, or mathematics upon consultation with his major adviser.

The department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in biology: Mathematics 13, 14, or 19, 20; Physics 13, 14, or 19, 20; Chemistry 16, 21, 22.

### REQUIREMENTS FOR HONORS

Since all biology majors participate in the departmental senior research program, they are all candidates for departmental *honors*. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance in Biology 100.

### GENERAL COURSES PRIMARILY INTENDED FOR NON-BIOLOGY MAJORS

- |   |   |            |
|---|---|------------|
| 11  | <b>HEREDITY AND MOLECULAR BIOLOGY</b><br><i>Three hours; no laboratory</i>                | Mr. Yarosh |
| A study of the mechanism responsible for biological inheritance. Lectures will emphasize key experiments in the development of modern genetic theory as well as the theory itself. Assumes no previous knowledge of science.  |   |            |
| 12  | <b>BIOLOGICAL PROBLEMS FROM MICROBES TO MAN</b><br><i>Three hours; no laboratory</i>      | Staff      |
| This course will consider four separate topics, both for their intrinsic interest as well as for their ability to illustrate aspects of the scientific method. The following topics will be discussed: (a) the physical basis of inheritance (genes and chromosomes) and the changes in living things that have occurred throughout time (evolution); (b) how studies with microorganisms have contributed to our understanding of some important biological principles; (c) studies of living systems which shed light on problems of development and behavior; (d) the origin of man and his development through pre-history. Assumes no previous knowledge of science. |   |            |
| 36  | <b>EVOLUTION, GENETICS AND THE SCIENTIFIC METHOD</b><br><i>Three hours; no laboratory</i> | Mr. Yarosh |
| A seminar on the origin, propagation, and evolution of species. Relevant contributions of the past two hundred years will be examined in historical context to illuminate the mutual development of ideas and empirical observation in this field. Darwin's <i>On the Origin of Species</i> and Mendel's <i>Experiments in Plant Hybridization</i> will be among those direct sources studied in detail. Prerequisite: consent of the instructor. Not open to students who have had Biology 11 or 35.<br><i>Offered in 1968-69.</i>   |   |            |

## **COURSES PRIMARILY INTENDED FOR STUDENTS WITH PREREQUISITES IN CHEMISTRY**

- |       |   |             |
|-------|---|-------------|
| 21-22 | CELL STRUCTURE AND FUNCTION   | Staff       |
|       | <i>Four hours; three lectures and one laboratory period each week</i>   |             |
|       | An introductory course in cell biology which combines the areas of cytology, biochemistry, biophysics, genetics, microbiology and some developmental biology. The purpose of this course is to integrate these diverse approaches into a unified view of cell structure and function. This is a sophomore course, although freshmen with adequate preparation in chemistry can qualify with permission of the instructor. Students who wish to postpone the course to the junior year should obtain permission of the instructor at the end of their freshman year. Prerequisite: Chemistry 13, 14 or 15, or consent of the instructor. |             |
| 31    | CELL BIOLOGY I: STRUCTURE AND FUNCTION OF PROTEINS AND NUCLEIC ACIDS  | Mr. Showe   |
|       | <i>Four hours; three lectures and one laboratory period each week</i>   |             |
|       | A study of the structure and properties of proteins and nucleic acids. Emphasis is placed on physical-chemical and organic-chemical approaches to the study of biological macromolecules. Prerequisite: Biology 21-22; Chemistry 25 should be taken previously or concurrently.   |             |
| 32    | CELL BIOLOGY II: METABOLIC BIOCHEMISTRY AND BIOSYNTHESIS OF MACROMOLECULES  | Mr. Santer  |
|       | <i>Four hours; three lectures and one laboratory period each week</i>   |             |
|       | A study of the various pathways of carbohydrate metabolism and of metabolic processes leading to ATP synthesis. The biosynthesis of amino acids and nucleotides, DNA, RNA and proteins and the biochemical evidence for the regulatory mechanisms which govern the production of macromolecules. Prerequisite: Biology 31 or consent of the instructor.   |             |
| 33    | CELL BIOLOGY III: CYTOLOGY AND DIFFERENTIATION  | Mr. Kessler |
|       | <i>Four hours; three lectures and one laboratory period each week</i>   |             |
|       | A study of intracellular structure and function emphasizing morphological and biochemical methods. Pertinent problems in cell differentiation are considered. Seminars are organized around discussions of original journal articles. Laboratory projects provide an introduction to cytochemistry with the light and electron microscopes. Prerequisite: Biology 21-22.  |             |
| 34    | CELL BIOLOGY IV: HEREDITY AND REGULATION  | Mr. Finger  |
|       | <i>Four hours; three lectures and one laboratory period each week</i>   |             |
|       | The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the transcription of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 21-22, or consent of the instructor.  |             |

- 35 READING COURSE IN EVOLUTIONARY THEORY** Mr. Finger  
The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews and scientific journals. Prerequisite: Biology 11 or 21-22, and consent of the instructor.
- 61-62 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS** Mr. Showe  
Student research on the molecular basis of structure formation. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.
- 63-64 SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY** Mr. Santer  
Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.
- 65-66 SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS** Mr. Finger  
The major problem to be studied is the regulation of gene activity. Prerequisite: consent of the instructor.
- 67-68 SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY** Mr. Kessler  
Studies on the localization and structure of actin-like proteins from various cell types. Ultra-structural studies will be undertaken by electron microscopy. Various immunological methods will be employed. Prerequisite: Biology 33 or consent of the instructor.
- 81, 82 PROJECTS IN BIOLOGY** Staff  
Prerequisite: consent of the instructor.
- 100 SENIOR DEPARTMENTAL STUDIES** Staff  
A senior seminar which meets one evening each week consisting of:  
  - (a) Presentation for discussion of research plans and research results by students and faculty.
  - (b) Participation in the department's Philips visitors program.
  - (c) Presentation by students of "Comprehensive Papers" on contemporary developments in experimental biology providing an opportunity for library research and for the writing of a paper.
  - (d) A written, open-book "Comprehensive Examination" testing the student's ability to synthesize and analyze the material in the course work.

Students should register for Biology 100 in both the fall and spring terms, since the work of the course will be distributed through two semesters. Course credit is given, however, only for second semester.

## CHEMISTRY

Associate Professor HARMON C. DUNATHAN, *Chairman*

Professor COLIN F. MACKAY

Associate Professor JOHN P. CHESICK

Assistant Professor ROBERT M. GAVIN, JR.

Assistant Professor OLIVER C. ZAFIRIOU

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves the function of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A major who plans to continue study in chemistry is advised to include Chemistry 32 and 34 as well as German 13, 14 or Russian 11, 12 in his program.

The chemistry major program will give the student a broad background in areas of chemistry between chemical physics and chemical biology without strong emphasis in either direction. Students particularly interested in these interdisciplinary areas are urged to consult the chemistry faculty about their course programs. For the courses in chemistry required for pre-medical preparation, see page 52.

A grade of 4 or 5 on the CEEB Advanced Placement Examination in chemistry will assure placement in Chemistry 15. A grade of 5 may allow placement in Chemistry 25 or Chemistry 16. School records, recommendations and the results of our placement examination are the deciding factors.

All students taking their first course in the department are required to take a placement examination given during freshman week.

### MAJOR REQUIREMENTS

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 31, 51, and 100; Mathematics 13, 14 (or 19), and Physics 13, 14 (or Physics 19).

A student interested in an area of chemistry related to another discipline may, in consultation with the department, work out a major program which substitutes upper level courses in other departments for selected required chemistry courses.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

## REQUIREMENTS FOR HONORS

Students who are considered qualified will be invited to become candidates for departmental *final honors* during the second semester of the junior year. *Honors* candidates will be expected to complete a senior research problem at a level superior both in quality and quantity of effort to that expected in normal course work. Research work extending through two semesters is usually expected of a candidate for departmental *final honors*. A final paper and oral presentation of the work will be expected. The award of *final honors* by the department will be based upon superior performance in the research problem, in major courses, and in the senior comprehensive examinations.

### 13, 14 PRINCIPLES OF CHEMISTRY

Mr. MacKay and Mr. Chesick; Mr. Zafiriou and Mr. Gavin

*Four hours; three lectures and one laboratory period each week*

Atomic structure, bond properties, molecular architecture and chemical energetics are studied as a means of understanding chemical reactivity. The chemical behavior of species ranging from simple ionic forms to complex biomolecules is considered.

### 15 PRINCIPLES, STRUCTURE, AND BONDING

Mr. Gavin

*Four hours; three lectures and one laboratory period each week*

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry (see the statement above). May not be taken for credit after Chemistry 13, 14.

### 16 THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS

Mr. Chesick

*Four hours; three lectures and one laboratory period each week*

A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15; Mathematics 13, 14 (may be taken concurrently); or Mathematics 19.

### 21 THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS

Mr. Chesick

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, surface and polymer chemistry. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.

### 22 INTRODUCTION TO QUANTUM AND STATISTICAL MECHANICS

Mr. Chesick

An introduction to quantum mechanics with applications to problems in chemical bonding and molecular spectroscopy and structure. The final portion of the course is devoted to discussion of distribution laws and elementary topics from statistical thermodynamics. The computer is used in illustrative problem work.

Prerequisites: Chemistry 16 and Physics 14 (may be taken concurrently) or Physics 19. Chemistry majors with an interest in chemical physics may substitute Chemistry 303b and Chemistry 304a at Bryn Mawr College.

- 25, 26 ORGANIC CHEMISTRY** Mr. Zafiriou and Mr. Dunathan  
*Four hours; three lectures and one laboratory period each week*  
A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: a grade of 70 or higher in Chemistry 14 or 15.
- 31, 32 LABORATORY IN CHEMICAL STRUCTURE AND REACTIVITY** Mr. MacKay and Mr. Dunathan  
*Two laboratory periods each week*  
This course integrates inorganic, organic and physical chemistry concepts in a broad laboratory study of structure and its relationship to chemical reactivity. A variety of spectroscopic methods are introduced as structural and analytical tools. Chemical kinetics, isotopic labeling, chromatography and other physical methods are used in studies of reactions of inorganic and organic compounds. These include photochemical and enzyme catalyzed reactions. The experiments are "open-ended" and students are encouraged to design their own approach to the questions investigated. Prerequisites: Chemistry 26 and, concurrently, Chemistry 21.
- 34 ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY**  
*One lecture and two laboratory periods each week*  
Laboratory study of the applications of spectroscopic, X-ray, and other methods to the determination of molecular structure, and of the reactive and nonreactive interactions of molecules and ions. Prerequisite: Chemistry 21, 22 (may be taken concurrently).  
*Not offered in 1968-69.*
- 43 APPLIED MATHEMATICS FOR CHEMISTS**  
*Offered at Bryn Mawr College as Chemistry 304a*
- 44 QUANTUM MECHANICS OF ATOMS AND MOLECULES**  
*Offered at Bryn Mawr College as Chemistry 303b*
- 51 INORGANIC CHEMISTRY** Mr. Gavin  
Lectures on theoretical and systematic descriptive inorganic chemistry. Prerequisite: Chemistry 22.
- 55 ADVANCED ORGANIC CHEMISTRY** Mr. Zafiriou  
Selected topics from the fields of stereochemistry and organic reaction mechanisms. Prerequisite: Chemistry 26.  
*Offered in 1968-69 and alternate years.*
- 56 BIOCHEMICAL MECHANISMS** Mr. Dunathan  
The organic chemistry of proteins, polypeptides, and polynucleotides. The theory and mechanism of enzyme action. Selected biological problems of chemical interest. Prerequisite: Chemistry 26.

**61, 62 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY**

Messrs. Gavin, Chesick and MacKay

Directed research in problem(s) of molecular structure determination, quantum chemistry, hot atom chemistry, gas phase reaction kinetics and photochemistry, or one of a selected group of topics in inorganic chemistry.

**63, 64 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY Mr. Dunathan**

Directed research in areas of physical-organic chemistry and biochemistry. Topics include studies of the mechanism of action of enzymes utilizing pyridoxal phosphate as a cofactor and problems in organic photochemistry and chemiluminescence. Laboratory work extending through two semesters is usually expected of a candidate for departmental *final honors*. A final paper and oral presentation of the work will be expected.

**100 SENIOR SEMINAR AND COMPREHENSIVE EXAMINATION Staff**

Chemistry 100 will be conducted as a seminar devoted to the review and application of the fundamental principles of the discipline. The emphasis will be on appropriate topics of current research interest suggested by the lectures of Philips visitors, selected colloquia and professional society speakers, and faculty research. Active student participation will be encouraged by discussion of current student research and related literature surveys. It is expected that the work of the semester course unit of Chemistry 100 will be distributed throughout the school year to take advantage of guest lecturers. The principles and applications will be covered by a final comprehensive examination to be given in May.

Students should register for Chemistry 100 in both the fall and spring terms, since the work of the course will be distributed through two semesters. Course credit is given, however, only for second semester.

## CLASSICS

Associate Professor DANIEL J. GILLIS, *Acting Chairman*

Professor HOWARD COMFORT\*\*

Associate Professor EDWARD M. MICHAEL

Visiting Lecturer GRACE SIMPSON†

The Classics Department offers instruction in the language, literature, and civilization of the Greek and Roman peoples. Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in Classical Civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the Classical Tradition into its later manifestations.

### MAJOR REQUIREMENTS

Two major programs are available in this department:

A. Classics Major: twelve semester courses divided between Greek and Latin, of which two must be either Classics 31, 32 or 33, 34 or 81, 82; Classics 100; a written examination in translation from Greek and Latin, to be taken at a time set by the department, ordinarily not later than the second week of the second semester of the senior year. If a candidate fails this examination the department will decide when he may repeat it.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the department, involving at least one ancient language and one modern field of study, and a substantial paper; eight semester courses in Greek or Latin; four semester courses in the related field in other departments; Classics 100; a written examination in translation from Greek or Latin. If a candidate fails this examination the department will decide when he may repeat it.

### REQUIREMENTS FOR HONORS

A. Classics Major: an average of 85 or better in classics courses during the junior and senior years; a grade of 85 or better in the translation examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the department; a one hour oral examination on *honors* and course work.

B. Classics and the Classical Tradition Major: Requirements are the same as for *honors* in Classics except that courses in the related field outside the department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper, which may be a substantial extension of the paper required for the Major; the oral examination will cover both ancient and later parts of the candidate's special field.

\*\*On sabbatical leave, second semester, 1968-69.

†On appointment, second semester, 1968-69.

## COURSES IN GREEK LANGUAGE AND LITERATURE

- 11-12 ELEMENTARY GREEK Mr. Michael  
Intensive study of the elements of the language followed by reading of the *Ion* of Plato and the *Alkestis* of Euripides.
- 21 INTRODUCTION TO GREEK LITERATURE Mr. Gillis  
Readings in Homer's *Iliad* and *Odyssey*, with lectures and reports on the Homeric world. Prerequisite: Classics 11-12 or the equivalent.
- 22 INTRODUCTION TO GREEK LITERATURE Mr. Gillis  
Reading of Greek lyric poetry, with special emphasis on the techniques of literary criticism, and one oration of Lysias. Prerequisite: Classics 21 or permission of the instructor.
- 31 GREEK LITERATURE OF THE FIFTH CENTURY: POETRY Mr. Michael  
Reading of two or three of the tragedies of Sophocles, plus critical study of his other plays in English translation. Prerequisite: Classics 21 or 22 or the equivalent.  
*Offered in 1968-69 and alternate years.*
- 32 GREEK LITERATURE IN THE FIFTH CENTURY: PROSE Mr. Michael  
Readings in the *Histories* of Herodotus and Thucydides, with special attention to literary aspects of the works. Prerequisite: Classics 21 or 22 or the equivalent.  
*Offered in 1968-69 and alternate years.*
- 33, 34 GREEK LITERATURE IN THE FOURTH CENTURY AND LATER Mr. Gillis and Mr. Michael  
Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent. Classics 34 may be taken without 33.  
*Offered in 1969-70 and alternate years.*

## COURSES IN LATIN LANGUAGE AND LITERATURE

- 13-14 ELEMENTARY LATIN Mr. Comfort and Mr. Michael  
Basic instruction in Latin declension and conjugation; then Cicero's *In Catilinam I*, nearly all the poems of Catullus, and selected Letters of Pliny.  
*Offered on sufficient demand.*
- 15 LATIN LITERATURE I: PROSE Mr. Comfort  
Review of grammar and vocabulary; reading of five or six major orations of Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.
- 16 LATIN LITERATURE I: POETRY Mr. Gillis  
Vergil's *Aeneid I, IV, VI* and selections. Prerequisite: Classics 13-14 and 15 or 17 or the equivalent at the discretion of the instructor.

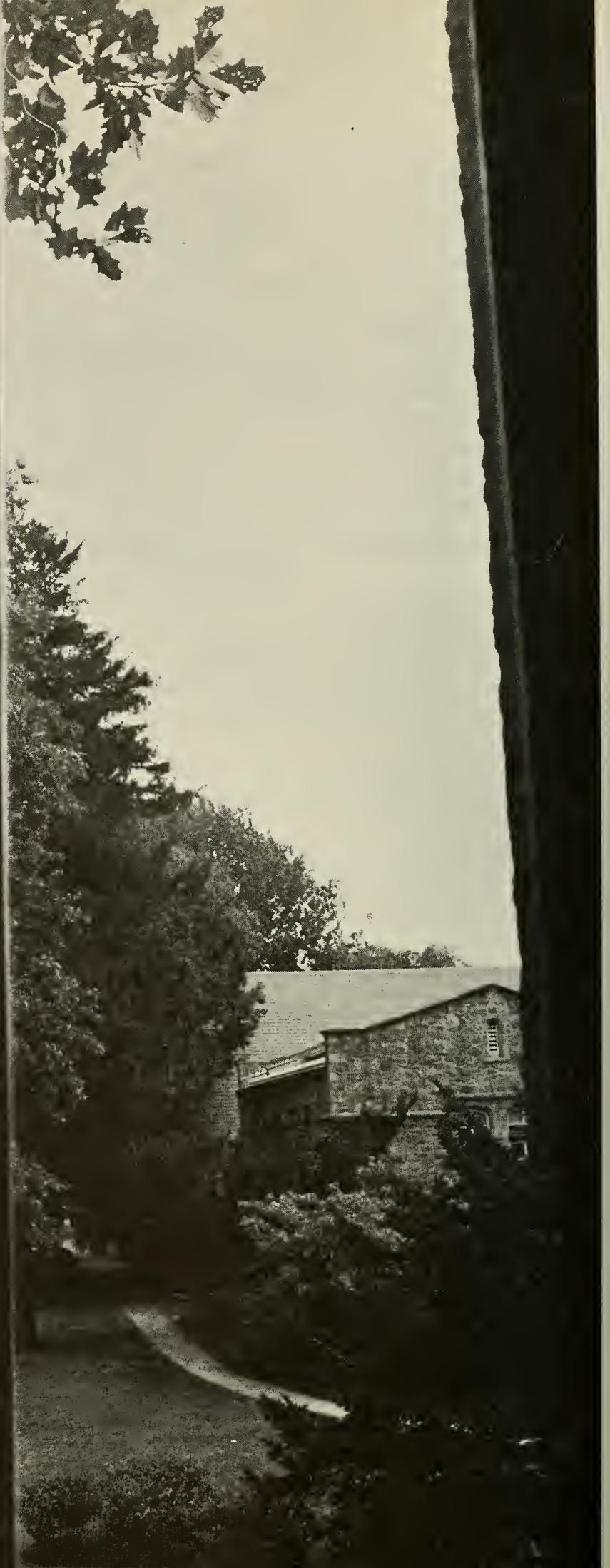
17	LATIN LITERATURE II: COMEDY	Mr. Michael
	Reading of two plays of Plautus and two of Terence as examples of the Roman comic spirit, with emphasis on the <i>vis comica</i> and theatricality of the plays. Prerequisite: Classics 15, 16 or four years of preparatory Latin.	
18	LATIN LITERATURE II	Mr. Michael
	Readings in the Augustan poets.	
23	LATIN LITERATURE III	Mr. Comfort
	Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor. This course may be repeated for credit with change of content.	
24	LATIN LITERATURE III	
	<i>Not offered in 1968-69.</i>	
81, 82	PROJECTS IN CLASSICS	Staff
	Prerequisites at the discretion of the instructor.	

#### **COURSES IN CLASSICAL CIVILIZATION NOT REQUIRING THE USE OF GREEK OR LATIN**

19	CLASSICAL CIVILIZATION: GREEK HISTORY AND LITERATURE <i>(Also called History 19)</i>	Mr. Gillis
	Study of the significant events and trends of ancient Greece, of the chief works of Greek literature in English translation, and of the Greek legacy to the modern world.	
20	CLASSICAL CIVILIZATION: ROMAN HISTORY AND ARCHAEOLOGY <i>(Also called History 20)</i>	Miss Simpson
	Study of the significant events and trends of ancient Rome, with emphasis upon Roman historical writers and lectures illustrating the archaeology of Italy and the Western Provinces.	
29	SEMINAR IN GREEK CIVILIZATION <i>(Also called History 29)</i>	
	Reading in translation of extensive portions of Greek literature, together with a study of the history of the age, within the framework of a designated topic of importance. Seminar papers and reports offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. <i>Offered in 1969-70 and alternate years.</i>	
30	SEMINAR IN ROMAN CIVILIZATION <i>(Also called History 30)</i>	Miss Simpson
	Roman Archaeology, including inscriptions, and Roman historical authors, illustrated by slides. Seminar papers and reports offer opportunities to individual students to emphasize either archaeology or history. May be repeated for credit with change of content. <i>Offered in 1968-69 and alternate years.</i>	

#### **DEPARTMENTAL COURSES**

81, 82	PROJECTS IN CLASSICS	Staff
	Prerequisites at the discretion of the instructor.	
100	SENIOR DEPARTMENTAL STUDIES <i>Not offered in 1968-69.</i>	Staff



## ECONOMICS

Professor HOLLAND HUNTER, *Chairman*

President JOHN R. COLEMAN

Professor HOWARD M. TEAF, JR.

Assistant Professor SAMUEL GUBINS

Assistant Professor BRUCE N. ROBINSON

On joint appointment with Bryn Mawr

Lecturer HELEN M. HUNTER

At Bryn Mawr

Professor MORTON S. BARATZ, *Chairman*

Professor JOSHUA C. HUBBARD

Assistant Professor RICHARD B. DU BOFF

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory courses, Economics 11 and 12, are designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful in relation to a wide variety of student interests. The group of advanced courses supplies a theoretical and methodological foundation for those who expect to make use of economics in their professional careers. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written, and computer methods in analyzing this evidence.

The senior major's research project in Economics 61 may, under appropriate circumstances, be carried as a double course or be extended into the spring semester under Economics 82.

Men expecting to major in economics are advised to take Economics 11, 12 in their freshman year. Mathematics 13, 14 or 19, 18 are strongly recommended for economics majors. In addition, Mathematics 21 is recommended for those who expect to do graduate work in economics or business administration.

### MAJOR REQUIREMENTS

Economics 11, 12; four semester courses from the 20-30 series; four semester courses from the 40 series; 61 and 100; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a written examination, a short research memorandum, and a brief oral examination.

## **REQUIREMENTS FOR HONORS**

Plans for *honors* work will usually be laid during a student's junior year. An *honors* project will involve a paper of high quality, usually begun in Economics 61, together with an oral examination by the department and an outside examiner.

### **11 INTRODUCTION TO ECONOMICS**

Messrs. Coleman, Gubins, Hunter, Robinson, and Teaf

Study of the institutions and principles of the American economy, with stress on the forces promoting stable growth with minimum inflation and unemployment. Diverse readings, class discussion, short paper.

### **12 INTRODUCTION TO ECONOMICS**

Messrs. Coleman, Gubins, Hunter, Robinson, and Teaf

Analysis of the relationships that determine individual incomes and prices, the issues that arise in international economic affairs, and the problems of poverty at home and abroad. Diverse readings, class discussion, short paper.

(Economics 11 and 12 together present the basic concepts and evidence required for an understanding of current economic problems. Normally Economics 11 should be taken before Economics 12.)

### **21 AMERICAN ECONOMIC DEVELOPMENT**

Mr. Du Boff

Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; and shorter-term variations in business activity and capital investment. Quantitative findings provide the points of departure. Prerequisite: Economics 11, 12.

*Offered in 1969-70 and alternate years.*

### **22 NON-WESTERN ECONOMIC DEVELOPMENT**

Mr. Hunter

An introduction to the institutional settings and economic patterns that account for underdevelopment in poor countries, and a review of efforts to overcome barriers to rapid development. Case studies of selected countries in Latin America, Africa, or Asia. Prerequisite: Economics 11, 12.

### **23 MONEY AND BANKING**

Mr. Hubbard

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisite: Economics 11, 12.

### **24 PUBLIC FINANCE AND FISCAL POLICY**

Mr. Hubbard

A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable, full-employment economy. Prerequisite: Economics 11, 12.

- 25b PRIVATE ENTERPRISE AND PUBLIC POLICY** Mr. Baratz  
A theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisite: Economics 11, 12.
- 26 INTERNATIONAL ECONOMIC THEORY AND POLICY**  
The theory and practice of international trade. The balance of payments, and the theory of disturbances and adjustment in the international economy. Economic integration. Relationships between rich and poor countries, and the impact of growth and development on the world economy. Prerequisite: Economics 11, 12.  
*Not offered in 1968-69.*
- 29 ECONOMICS OF URBAN POVERTY** Mr. Gubins  
Study of economic aspects of urban poverty problems, investment in human resources, financing of urban services, relations between income and earnings; theoretical and empirical analysis of benefits and costs of poverty programs. Prerequisite: Economics 11, 12.
- 30 RESEARCH SEMINAR ON HUMAN RESOURCES, POVERTY, AND URBAN ECONOMICS** Mr. Gubins  
Students will engage in independent, empirical research on selected manpower development, poverty, and urban problems of the Philadelphia region. Weekly seminars will be concerned with problems arising out of research, particularly methodology and conceptual issues. Prerequisite: Economics 29 or permission of the instructor.
- 32 THE SOVIET SYSTEM** Mr. Hunter  
(*Also called Political Science 32*)  
An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: two semester courses of economics, political science, or history.
- 35 WESTERN EUROPEAN ECONOMIC DEVELOPMENT** Mr. Du Boff  
Selected topics in the economic history of Britain, France, Germany, and Italy since 1760 are examined, both theoretically and empirically. Representative topics may include the "industrial revolution," technological change, demographic trends, the growth of international trade and finance, the impacts of the world wars, and the effects of national economic policies. Prerequisite: Economics 11, 12.  
*Offered in 1968-69 and alternate years.*

- 36 COMPARATIVE ECONOMIC SYSTEMS Mr. Du Boff  
An historical analysis of economic theory and philosophy (mercantilist, physiocratic, classical and neoclassical, Marxian and socialist, and Keynesian) and their relevance to capitalist institutions and contemporary capitalism as a socioeconomic system. Prerequisite: Economics 11, 12.  
*Offered in 1969-70 and alternate years.*
- 37 TECHNOLOGY, WORK, AND LEISURE Mr. Teaf  
Study of the social and personal problems arising out of rapid technological change and its effect on the labor force. Responses of unions, employers, and public authorities. Arrangements for minimizing insecurity and conflict. Prerequisite: Economics 11, 12 or two courses in sociology.
- 38 THE MODERN CORPORATION Mr. Teaf  
An analysis of the institutional fundamentals underlying corporate decision-making, and a review of ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 11, 12.
- 39 LATIN AMERICAN ECONOMIES AND POLITIES Mr. Baratz  
*(Also called Political Science 39)* Mrs. Marshall and Mr. Baratz  
Detailed study of certain basic political and economic problems in Latin America. Open to students who have had at least one year of political science and one year of economics. Preference is given to those who have a reading knowledge of Spanish.  
*Offered in 1969-70 and alternate years.*  
*Offered at Bryn Mawr as Interdepartmental 305a.*
- 41 CORPORATE AND NATIONAL ACCOUNTING Mr. Teaf  
A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.
- 43 STATISTICAL METHODS IN ECONOMICS Mrs. Hunter  
An introduction to the concepts and procedures that underlie the quantitative analysis of economic and other social data. Frequency distributions, probability and sampling, time series, index numbers, regression analysis, computer programming. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

44	INTRODUCTION TO ECONOMETRICS	Mrs. Hunter
Quantitative methods of economic analysis and forecasting are presented in class and then used by students in individual projects. Multiple regression analysis, econometric models, economic forecasting, use of maximization and input-output methods. Prerequisite: Economics 43, Mathematics 18, or permission of the instructor. Open to sophomores, juniors, and seniors.		
45	MACROECONOMIC ANALYSIS	Mr. Gubins
Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisite: Economics 11, 12.		
46	MICROECONOMIC ANALYSIS	Mr. Gubins
Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 11, 12.		
47	DEVELOPMENT ANALYSIS	Mr. Hunter
Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Economics 11, 12.		
61	EMPIRICAL SEMINAR	Mr. Hunter
Current problems, selected to accord with student interests, are investigated with the aid of economic theory and quantitative methods. Research paper required. Prerequisite: permission of the instructor.		
81, 82	INDIVIDUAL PROJECTS	Staff
100	SENIOR DEPARTMENTAL STUDIES	Staff



## ENGINEERING AND APPLIED SCIENCE

Professor THEODORE B. HETZEL, *Chairman*

Associate Professor THOMAS A. BENHAM

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the College's IBM 1620 digital computer.

The courses for the engineering major plus the general College requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering," or "Engineering Administration."

Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools. Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for engineering employment and also for future study and training.

Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

### MAJOR REQUIREMENTS

Engineering 12, 21, 24, 25, 26, 32, 61 or 62, 100; Mathematics 13; Physics 13; Economics 11, 12; and two additional courses above the introductory level, from engineering, mathematics, or the natural sciences, chosen in consultation with the Engineering Department.

- 11 INTRODUCTION TO ENGINEERING DESIGN** Mr. Hetzel  
*One class and two laboratory periods a week*  
This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.
- 12 NUMERICAL METHODS**  
The course will emphasize methods which are suitable for high speed electronic computers. Extensive use will be made of the IBM 1620. The following topics will be discussed: systems of linear equations, interpolation polynomials, numerical integration and differentiation, difference methods, ordinary linear differential equations, propagation of errors, and commonly used statistical techniques. Prerequisite: Mathematics 13 (or the equivalent).
- 21 ANALYTICAL MECHANICS** Mr. Hetzel  
A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations. Prerequisite: Mathematics 13.
- 23 MATHEMATICAL METHODS IN ENGINEERING** Mr. Benham  
Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisite: Mathematics 13; Physics 13; Engineering 12, or consent of the instructor.
- 24 ENGINEERING DESIGN** Messrs. Benham and Hetzel  
*One class and two laboratory periods a week*  
The group will choose a feasible problem, consider the technical, economic and social aspects; and invent, design and construct a solution to the problem.
- 25 INTRODUCTION TO ELECTRICAL ENGINEERING** Mr. Benham  
*Four hours, including one laboratory period a week*  
Direct and alternating current circuits and machines; transient phenomena. Engineering 23 recommended.
- 26 INTRODUCTION TO ELECTRONICS** Mr. Benham  
*Four hours, including one laboratory period a week*  
Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 25.
- 32 THERMODYNAMICS** Mr. Hetzel  
A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration.

41	MECHANICS OF MATERIALS	Mr. Hetzel
	A study of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 19.	
42	INTERNAL COMBUSTION ENGINES	Mr. Hetzel
	The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion and injection, etc. and several laboratory investigations of engine performance. Prerequisite: Engineering 32, or consent of the instructor.	
43	CIRCUIT THEORY	Mr. Benham
	<i>Four hours, including one laboratory period a week</i>	
	Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 25 and 26 (which may be taken concurrently), or consent of the instructor.	
	<i>Offered in 1968-69 and alternate years.</i>	
44	ADVANCED ELECTRONICS	Mr. Benham
	<i>Four hours, including one laboratory period a week</i>	
	Amplifiers, rectifiers, oscillators, pulse height analyzers. Prerequisite: Engineering 43 or Physics 20, or consent of the instructor.	
	<i>Offered in 1968-69 and alternate years.</i>	
45	COMMUNICATION THEORY	Mr. Benham
	Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: consent of the instructor.	
	<i>Offered in 1969-70 and alternate years.</i>	
61, 62	PROJECTS	Staff
	Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial, and sociological aspects.	
100	SENIOR DEPARTMENTAL STUDIES	Staff

## **ENGLISH**

Professor ALFRED W. SATTERTHWAITE, *Chairman*

Professor RALPH M. SARGENT

Professor JOHN A. LESTER, JR.

Professor CRAIG R. THOMPSON\*\*\*

Professor JOHN ASHMEAD, JR.

Professor EDGAR SMITH ROSE

Professor FRANK J. QUINN

Assistant Professor JAMES C. RANSOM

Assistant Professor VICKI W. KRAMER

Lecturer RICHARD LUBARSKY

Lecturer DORIS S. QUINN

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their heritage; only if they realize through literature the full resources of language will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The department welcomes such students.

English 11-12 is a required course; it provides tutorial instruction in writing and practice in literary interpretation. Beyond the freshman year the department offers a variety of complementary courses embracing the study of literature in its temporal and cultural setting, movements, figures, genres, literary theory and criticism, and the art of writing.

### **MAJOR REQUIREMENTS**

Two major programs are available in the Department of English.

A. Major in English Literature: English literature from the Renaissance to the end of the nineteenth century in a six-course sequence: English 23, 24, 33, 34, 43, 44, normally taken in order; three other courses within the department, including one in the 60's; English 100.

A student has the option of taking all six courses of the sequence, or of taking only four or five provided he chooses at least two from English 23, 24, 33 and two from English 34, 43, 44, and provided he assumes responsibility for

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\*\*\*On sabbatical leave 1968-69.

independent study of the readings in the course or courses not taken. In any case the minimum requirement for the major is ten semester courses.

Two semesters in a classical literature (in Greek, Latin, or English) or in a modern literature (French, German, Spanish, or Russian) may be counted toward the English major.

**B. Major in English and American Literature:** English Literature from the Renaissance to the end of the eighteenth century in a four-course sequence: English 23, 24, 33, 34, normally taken in order; American literature from colonial times to the end of the nineteenth century: English 35, 36; three other courses within the department, two of these in American literature; English 100. A student has the option of substituting independent study for one of the English courses in the four-course sequence. In any case the minimum requirement is ten semester courses.

Courses in English taken at Bryn Mawr College (under the terms specified on page 56 of this catalog) may count toward the major in either program.

The comprehensive examination will consist of (1) synoptic questions testing the student's grasp of the materials of the six-course sequence in English literature (Program A), or of the combined sequence in English and American literature (Program B), (2) specific questions focused on the student's particular field of interest as approved in advance of the examination by the major adviser, and (3) critical questions on the appreciation, analysis, and interpretation of particular literary works.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin, also, for the Ph.D. degree in English.

### REQUIREMENTS FOR HONORS

Students whose work shows superior achievement will be invited to become *honors* candidates at the end of their junior year. Candidates for *honors* must achieve an overall average of 85 or better in English courses (including 100) completed in their junior and senior years.

Each *honors* candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the department not later than May 1st of the student's senior year. To be accepted for *honors* this paper must, in the judgment of the English faculty, reveal superior achievement.

*Final honors* are awarded on the basis of achievement in courses, an *honors* project, and the comprehensive examination. *High honors* are granted on the further evidence of distinction in an oral examination.

### 11-12 READING AND WRITING ON HUMAN VALUES

Messrs. Sargent, Lester, Ashmead, Quinn, Satterthwaite, Rose, Ransom, and Lubarsky. Mmes. Kramer, and Quinn  
*Chairman:* Mr. Ashmead

*Two class meetings and one tutorial meeting weekly.*

Readings in the humanities and tutorial instruction in writing.

### 20 THE ART OF POETRY

Mr. Quinn

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth.

- 21 GENERAL COURSE IN ENGLISH LITERATURE (I) Mr. Lester  
Major figures in English literature from the *Beowulf* poet to Milton (including Shakespeare).
- 22 GENERAL COURSE IN ENGLISH LITERATURE (II) Mr. Lester  
Major figures in English literature from the early eighteenth century to the present.
- 23 LITERATURE OF THE ENGLISH RENAISSANCE (I)  
Messrs. Sargent and Satterthwaite  
A critical study of the poetry, prose, and drama of the Elizabethan age. The first of the period courses designed primarily for students intending to major in English literature.
- 24 LITERATURE OF THE ENGLISH RENAISSANCE (II)  
Messrs. Sargent and Satterthwaite  
A critical study of poetry, prose, and drama from the late Elizabethan period through the early Stuart reigns. Prerequisite: English 23 or consent of instructor.
- 28 LITERATURE AND LINGUISTICS Mr. Ashmead  
(See *General Courses, Linguistics 28*)
- 30 THE RISE OF THE NOVEL Mr. Rose  
A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.
- 31 THE DEVELOPMENT OF THE NOVEL Mr. Lester  
Narrative fiction from Austen to Joyce. Prerequisite: English 30 or consent of instructor.
- 33 THE AGE OF MILTON Mr. Satterthwaite  
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration drama. Prerequisite: English 24 or consent of instructor.
- 34 THE NEOCLASSICAL MOVEMENT Mr. Rose  
A study of some of the major neoclassical works from Dryden to Johnson, with attention to critical theory, satire, drama, and the periodical essay. Prerequisite: English 33 or consent of instructor.

- 35 AMERICAN LITERATURE TO WHITMAN Mr. Ashmead  
Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.  
*Not offered in 1968-69.*
- 36 AMERICAN LITERATURE FROM WHITMAN TO DREISER Mr. Ashmead  
Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser. Prerequisite: English 35 or consent of instructor.  
*Not offered in 1968-69.*
- 37 MAN'S UNIVERSE IN THE NEW AMERICAN REPUBLIC Mr. Ashmead  
The emphasis will be on the opposing views of Emerson and Hawthorne, with some consideration of the reflections of this opposition in the American tradition. And there will be some opportunity to consider the relevance of this debate for contemporary America. The literary form of the works read will be treated as an essential part of their meaning. No prerequisite.
- 38 THE LITERATURE OF WAR AND THE LITERATURE OF PEACE IN AMERICA Mr. Ashmead  
The course will center on the contrasting solutions of Henry James and Ernest Hemingway. There will be some consideration of other major American literary responses to its wars in poetry, fiction, drama, and protest literature, ranging from Thoreau and the Mexican War, to current folk rock songs about the Vietnam War. The literary form of the works will be treated as an essential part of their meaning.
- 39 SHAKESPEARE Mr. Sargent  
Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24 or consent of instructor.
- 40 CREATIVE WRITING Mr. Ashmead  
Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: junior standing and consent of the instructor.
- 43 THE ROMANTIC PERIOD Mr. Ransom  
Critical reading in the literature of the English romantic tradition. Prerequisite: English 34 or consent of instructor.
- 44 THE VICTORIAN PERIOD Mr. Lester  
Readings in the controversial, critical, and imaginative literature of the period. Prerequisite: English 43 or consent of instructor.

- 45 BRITISH LITERATURE OF THE TWENTIETH CENTURY Mr. Quinn  
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.
- 46 AMERICAN LITERATURE OF THE TWENTIETH CENTURY Mr. Ransom  
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.
- 47 LITERARY THEORY AND CRITICISM Mr. Rose  
(*Also called Philosophy 47*)  
A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature. Discussions and critical papers. Prerequisite: two literary courses above the freshman level.
- 48 MODERN AMERICAN DRAMA  
Modern American drama from O'Neill to the present, together with significant television plays and movies.  
*Not offered in 1968-69.*
- 49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600.  
(*Also called History 49-50*)  
History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious development of the epoch. The course begins with consideration of medieval universities. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. In addition to the required reading, students are given opportunity to follow some relevant topic of special interest to them.  
*Offered in 1969-70 and alternate years.*
- 61 CHAUCER AND THE CHAUCERIANS Mr. Quinn  
A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: consent of the instructor. Enrollment limited.
- 62 TOPICS IN SHAKESPEARE Mr. Sargent  
Close study of a few plays. Seminar. Prerequisite: English 23, 24, or English 39, or consent of the instructor. Enrollment limited.

# FINE ARTS

63	TOPICS IN AMERICAN LITERATURE 1968-69: American short fiction: Poe, Henry James, Hemingway.	Mr. Ashmead
65	TOPICS IN AMERICAN LITERATURE 1968-69: T. S. Eliot	Mr. Rose
66	TOPICS IN ENGLISH LITERATURE 1968-69: Wallace Stevens	Mr. Ransom
81, 82	PROJECTS	Staff
	Project courses consist of individual study and writing under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Candidates for <i>honors</i> are expected to undertake, in the last semester of the senior year, a project leading to the <i>honors</i> paper.	
100	SENIOR DEPARTMENTAL STUDIES	Staff
	A required course for majors, English 100 reviews the work of the major program in preparation for the Comprehensive Examination through (1) assignments in literature and in literary history, and (2) regular meetings devoted to the answering of sample questions in oral recitation, with criticism thereof.	

## FINE ARTS

11	SCULPTURE	Mr. Oxman
	An introduction to the basic principles of art through the medium of sculpture. Life and portrait modelling preparatory to individual creation; aesthetic analysis of works of sculpture. Slide lectures and field trips will enrich studio work. Prerequisite: permission of instructor. Enrollment limited. <i>Also offered in second semester as 11b.</i>	

## FRENCH

(See Romance Languages)

## GENERAL COURSES

### HUMANITIES 1-2-3-4 THE WESTERN TRADITION

Messrs. Gillis, Gutwirth, Lane, and J. Thompson

A double-credit course which must be taken as a sequence of four semesters. The first year will be spent on readings in the epic and historical literature, poetry, drama, religion and philosophy of the ancient world. The second year will be devoted to reading major texts from Dante to Freud, with additional exploration of the artistic achievements of the West since the Middle Ages. Students will write frequent papers and participate in small tutorial groups. Enrollment will be limited to 16 freshmen. Students taking this course will not register for English 11-12.

### HUMANITIES 21-22 INTERPRETATION OF LIFE IN WESTERN LITERATURE

Messrs. Butman, Ransom, and Rose

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans Western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

### HUMANITIES 45-46 INTERDEPARTMENTAL SEMINAR

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.

*Not offered in 1968-69.*

### LINGUISTICS 21, 22 INTRODUCTION TO LINGUISTICS

Miss Dorian

The first semester deals with anthropological linguistics; the second, with historical and descriptive linguistics.

*Offered at Bryn Mawr as Interdepartmental Course 308.*

### LINGUISTICS 28 LINGUISTICS AND LITERATURE

Mr. Ashmead

*(Also called English 28)*

An application of recent linguistic analysis of literature (grammar, syntax, poetics, and stylistics, including theories of computer analysis of literature) to selected English and American poetry and prose. In part, the course will be structured around visits by researchers on linguistics and literature, and on computer analysis of literature. For those who require it, there will be individual review of necessary background in new grammar and phonetics, partly through programmed instruction.

*Offered only in 1968-69.*

# GENERAL COURSES

## PYHICAL SCIENCE 36 HISTORY AND PHILOSOPHY OF SCIENCE

(Also called *Philosophy 36*)

Mr. Green

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity, are discussed. Prerequisite: the consent of the instructor, or a semester of college mathematics.

*Not offered in 1968-69.*

## SOCIAL SCIENCE 24 SEMINAR IN CONTEMPORARY SOCIAL AND POLITICAL ISSUES

(Also called *Sociology 24*)

Mr. Wehr

Interested students will select the topic for study in advance of the term and will be involved in designing the approach, developing a bibliography, and suggesting relevant resource people to be brought in during the term. The criteria for selection of topics will be student and faculty interest, and relevance vis-a-vis the current social-political scene. Options might range from an examination of the imperatives for structural change in American social and political institutions to an exploration of definition of self in a world of violence. Enrollment limited to fifteen students.

## SOCIAL SCIENCE 25 SOCIAL CONFLICT AND NONVIOLENT RESOLUTION

(Also called *Sociology 25*)

Mr. Wehr

Various theoretical approaches will be applied to contemporary instances of violent and nonviolent conflict between groups and organizations, ranging from urban riots to civil wars. The course will draw upon the work of Ardrey, Lorenz, Simmel, Coser, Boulding, Parsons, Mills, and others and will include a section on the theories and techniques of nonviolence as one approach to conflict resolution.

## SOCIAL SCIENCE 38 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS

Mr. Glickman, Mr. MacGaffey and Visitors

A study of selected problems of society and the individual in contemporary Africa. The approaches of several social science disciplines will be utilized to explore the meaning of "change" and "development." The issues raised by a search for a synthesis of values and policies will be emphasized. Areas covered include: the character of emergent political systems, social reclassification, economic development, the re-discovery of African history, artistic and literary expressions. The seminar will be organized around visits by experts in each of the areas covered; additional classes will integrate the materials discussed. Research papers or interpretive essays. Prerequisite: one year of social science and one year of humanities and consent of the instructor.



## GERMAN

Associate Professor JOHN R. CARY, *Chairman*

Assistant Professor RICHARD P. JAYNE

Assistant Professor EDWARD F. BAUER

Lecturer MARIA MARSHALL

The program in German is designed to give the student some facility in hearing, speaking and reading the German language. After this preparation the student is able to approach masterpieces of German literature through a careful study of style and structure, of artistic and moral intentions. The student is led, furthermore, to a broader understanding of the human heart and mind, and to a heightened perception of artistic achievement. A reading in the original of the works of major writers such as Lessing, Goethe, Schiller, Hofmannsthal and Mann will enrich his acquaintance with some of the best in his own Western cultural heritage.

German 11-12, 13-14, 15-16 and 21 are primarily language courses. All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

Opportunity is given to students who complete elementary or intermediate German with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practice. A language laboratory is available.

Students who might profitably spend their junior year in Germany are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German-speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

The German departments of Haverford College and Bryn Mawr College cooperate in order to offer the widest possible range of courses to students in both colleges. One course (Haverford 37; Bryn Mawr 306a) is offered jointly. Bryn Mawr German courses open to Haverford students are listed on page 98.

## **MAJOR REQUIREMENTS**

German 31 and one other period course; German 35 and one other *genre* course; German 43, 44, 100. Supporting courses to be arranged in conference with the major supervisor. A comprehensive examination.

## **REQUIREMENTS FOR HONORS**

*Honors* in German will be awarded on the basis of a consistently high performance in the literature courses—at least one of which must be a project course—and a grade of 90 or better in the comprehensive examination. *High honors* will be awarded on the basis of a further oral examination.

### **1-2 ELEMENTARY AND INTERMEDIATE GERMAN**

A double-credit course, meeting five times a week, offering a foundation of the language with emphasis on the aural-oral method. Increased importance is given to reading as the course progresses. Satisfies the foreign language requirement. Enrollment limited to 12 students.

*Not offered in 1968-69.*

### **11-12 ELEMENTARY GERMAN**

Staff

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses. German 11 meets five times a week with corresponding reduction in outside preparation. This course is not open to freshmen who have had over two years of high school German.

### **13-14 INTERMEDIATE GERMAN: READING AND AURAL COMPREHENSION**

Messrs. Bauer, Cary and Jayne

Emphasis on the acquisition of reading skills and ability to understand spoken German. Works of literary and cultural interest will be read. Prerequisite: German 11-12 or a satisfactory performance on a placement test.

### **15-16 INTERMEDIATE GERMAN: CONVERSATION, COMPOSITION, AND READING**

Mrs. Marshall

Especially recommended, in place of German 13-14, for those students who wish to improve their ability to speak and write German. Development of reading ability is also part of the course. Prerequisite: German 11-12 (or a satisfactory performance on a placement test) and consent of the instructor.

### **21 CONVERSATION AND COMPOSITION**

Mr. Bauer

Intended for students who desire to strengthen their proficiency in speaking and writing German. Selected works of contemporary prose and poetry are read and discussed in German. Oral reports and compositions. Prerequisite: permission of the department.

### **22 READINGS IN GERMAN LITERATURE**

Mr. Jayne

Prose and poetry, essay and fiction from various periods. Discussion, reports, papers, lectures in German. Not a survey course. Prerequisite: German 21, or permission of the department.

- 31 LESSING, GOETHE, SCHILLER Mr. Cary  
Selected major works of these writers. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.  
*Not offered in 1968-69.*
- 32 CLASSICS OF THE NINETEENTH CENTURY Mr. Cary  
A survey of German literary developments from the death of Goethe to Hauptmann and Nietzsche. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.  
*Not offered in 1968-69.*
- 33 MODERN GERMAN LITERATURE Mr. Jayne  
A survey of German literary developments from 1870 to the present: poetry, drama, prose fiction. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.  
*Not offered in 1968-69.*
- 35 GERMAN LYRIC POETRY  
Study of the work of various major poets from Goethe to the present. Various critical approaches will be discussed and used. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.  
*Not offered in 1968-69.*
- 37 GERMAN DRAMA Mr. Bänziger and Mr. Cary  
Study of selected major themes and playwrights. Emphasis will be on the confrontation of the individual with political and philosophical authority. Prerequisite: consent of the instructor.  
*Offered in 1968-69 jointly with Bryn Mawr.*
- 38 THE GERMAN NOVELLE Mr. Bauer  
Study of the genre and literary technique of the *Novelle* through reading and discussion of representative works of the 19th and 20th centuries. Prerequisite: German 22 or the equivalent.  
*Offered in 1968-69.*
- 43 ADVANCED TOPICS IN GERMAN LITERATURE Mr. Jayne  
The modern German novel in the context of the Existentialist Movement: A survey of Rainer Maria Rilke, Hermann Broch and Robert Musil. Prerequisite: consent of the instructor.  
*Offered in 1968-69.*
- 44 ADVANCED TOPICS IN GERMAN LITERATURE Mr. Cary  
The *Faust* theme in literature and folklore. Emphasis will be on Goethe's *Faust* and Mann's *Dr. Faustus*. Prerequisite: consent of the instructor.  
*Offered in 1968-69.*

**81, 82 SPECIAL PROJECTS IN GERMAN LITERATURE**

Messrs. Bauer, Cary and Jayne

This course offers the student of German literature an opportunity to probe more deeply and more independently into a problem or an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

**100 SENIOR DEPARTMENTAL STUDIES**

Conferences on selected writers. Members of the department will share in the conducting of the conferences, which will focus on the works of authors to be included on the comprehensive examination.

**COURSES OFFERED AT BRYN MAWR**

**300b GERMAN LITERATURE FROM THE BEGINNING TO THE  
BAROQUE**

Miss Holli

An intensive survey of the literature of the Middle Ages, Humanism and the Reformation, and representative works of the Baroque period. The older works will be read in modern German translations. Prerequisite: consent of the instructor.

**306b MODERN GERMAN DRAMA**

Mr. Bänziger

Trends in modern German drama from the nineteenth century to the Theater of the Absurd. Emphasis will be on the plays of Brecht and Dürrenmatt. Prerequisite: consent of the instructor.

## HISTORY

Associate Professor JOHN P. SPIELMAN, JR., *Chairman*  
Professor WALLACE T. MACCAFFREY\*\*\*  
Professor CRAIG R. THOMPSON\*\*\*  
Professor EDWIN B. BRONNER  
Visiting Professor F. SMITH FUSSNER  
Associate Professor ROGER LANE  
Visiting Associate Professor SEYMOUR MANDELBAUM†  
Assistant Professor LINDA G. GERSTEIN

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the department, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evidence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism, and law.

### MAJOR REQUIREMENTS

History 11-12 (or Humanities 3-4) and four other full year courses (or three full year courses and two half year courses) in history; History 100.

Two full year courses or their equivalent in related departments. At least two semesters of these courses must be in courses numbered 21 or higher.

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\*\*\*On sabbatical leave 1968-69.

†On appointment first semester, 1968-69.

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European History, 4) North or South American History. Two comprehensive examinations are given, each three hours in length. The first is uniform for all majors and examines general ability to handle historical material and problems. For the second comprehensive examination each student is required to select a special field (a list of special fields offered is available from the chairman of the department) which will form the subject of that examination; History 100 will be used by the student to prepare for this examination. Students opting for a special field in Modern European or Medieval European history will be expected to have a competence in French or German; those in Ancient history a competence in Latin or Greek.

### REQUIREMENTS FOR HONORS

*Honors* will be granted to those senior majors whose cumulative grade average for all college courses in their fifth, sixth, and seventh semesters is 82 or better; who have an average of 85 or better in all history courses and who earn a comprehensive examination grade of 85 or better. *High honors* may be awarded to students showing unusual distinction in meeting all these criteria.

### COOPERATION WITH BRYN MAWR COLLEGE

The history departments of Haverford College and Bryn Mawr College cooperate in arranging their offerings so as to enrich as much as possible the opportunities open to students in both institutions. Two courses (Haverford 21-22 and 25-26; Bryn Mawr 202 and 225) are offered jointly. These courses are given each year, alternating from one college to the other. Bryn Mawr history courses open to Haverford students are listed on pages 103-104.

#### 11-12 INTRODUCTION TO WESTERN CIVILIZATION

Messrs. Spielman, Fussner, and Mrs. Gerstein

A study of Western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in Western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

*Open to freshmen and sophomores only.*

- 19 CLASSICAL CIVILIZATION: GREEK HISTORY AND LITERATURE  
*(See Classics 19)* Mr. Gillis

- 20 CLASSICAL CIVILIZATION: ROMAN HISTORY AND ARCHAEOLOGY  
*(See Classics 20)* Miss Simpson

#### 21-22 AMERICAN HISTORY

Mr. Lane

American history from colonial times to the present.

**23-24 MEDIEVAL EUROPEAN CIVILIZATION**

(*Also called Religion 23-24*)

A survey of Western European civilization from the fall of Rome to about 1300, including detailed study of religious thought and institutions as well as major political and economic development. Occasional lectures, extensive reading, papers, and discussion, with a final examination.

*Not offered in 1968-69.*

**25-26 EUROPE SINCE 1848**

Mrs. Lane

The main political, social, and cultural development of the European states since the mid-nineteenth century, and their diplomatic relations and imperial expansion. The first semester extends to the First World War.

*Offered in 1968-69 at Bryn Mawr as History 225.*

**27 THE IMPRESSIONIST ERA**

Mr. Raskin

(*See French 23*)

**29 SEMINAR IN GREEK CIVILIZATION**

(*See Classics 29*)

*Offered in 1969-70 and alternate years.*

**30 SEMINAR IN ROMAN CIVILIZATION**

Miss Simpson

(*See Classics 30*)

*Offered in alternate years.*

**33-34 HISTORY OF ENGLAND TO 1960** Mrs. Samuels and Miss Robbins

The treatment is topical, although a general chronology is maintained. Prehistoric, Roman, Saxon, Norman and later English society, constitutional, economic, and intellectual development are among the subjects studied. Ireland, Scotland and Wales receive special attention.

*Offered in 1968-69 at Bryn Mawr as History 201.*

**36 THE PROTESTANT REFORMATION**

Staff

(*See Religion 36*)

*Offered in 1968-69 and alternate years.*

**37-38 REVOLUTIONARY EUROPE**

Mr. Spielman

The political, intellectual, and technological revolutions in Europe from 1763 to 1848.

*Offered alternately at Bryn Mawr College as History 204.*

**40 HISTORY AND PRINCIPLES OF QUAKERISM**

Mr. Bronner

(*Also called Religion 40*)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of dominant Quaker conceptions is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

- 41 TOPICS IN AMERICAN HISTORY Mr. Mandelbaum  
Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Topic for 1968-69: Differentiation and Division in American Urban Society from 1920 to the Present.
- 43-44 HISTORY OF RUSSIA Mrs. Gerstein  
A topical study of Russian history from Kiev to the death of Lenin. The first semester will deal with the problem of Russian medieval culture, the growth of Muscovite absolutism, and the impact of the West in the eighteenth century; the second semester will cover modernization, the growth of the radical intelligentsia, and the Russian Revolution to 1924.
- 45b SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT (See Religion 45b) Mr. Slater
- 49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600 Mr. C. Thompson (See English 49-50)  
*Offered in 1969-70 and alternate years.*
- 51 TOPICS IN REGIONAL HISTORY Mr. Bronner  
A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.
- 55 TOPICS IN MODERN EUROPEAN HISTORY Mr. Spielman  
Seminar meetings and an extensive paper based on reading in source materials and secondary works. May be repeated for credit with change of content. Topic for 1968-69: the French Revolution, 1787 to 1795. Prerequisite: a reading knowledge of French.
- 56 TOPICS IN MODERN EUROPEAN HISTORY Mrs. Gerstein  
Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1968-69: The Second International: revolutionary practice and Socialist theory. Prerequisite: History 11-12 and permission of the instructor.
- 57 TOPICS IN BRITISH HISTORY Mr. Fussner  
Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for fall 1968-69: England, 1560-1640. Prerequisite: History 11-12.

58	HISTORIOGRAPHY AND THE PROBLEMS OF REVOLUTION	Mr. Fussner
A consideration of the problems faced by the historian in the investigation of revolution as an historical phenomenon. Discussion, wide reading, and papers. Primarily for history majors but open to interested students with adequate background. Instructor's consent required.		
81, 82	PROJECT COURSES IN HISTORY	Staff
100	SENIOR DEPARTMENTAL STUDIES	Staff
<b>COURSES OFFERED AT BRYN MAWR</b>		
203b	MEDIEVAL CIVILIZATION	Mrs. Samuels
Western European development in the high Middle Ages. Economic, institutional and intellectual developments in the major kingdoms of the West and the history of the Latin Church will be included.		
207	LATIN AMERICA: COLONIES AND REVOLUTION	Mrs. Dunn
In the first semester the conquest of South America, the transplantation and modification of European institutions, the colonial society, economy and culture will be studied; in the second semester, the revolutionary movements and the establishment of new nations.		
<i>Offered in 1969-70.</i>		
208	THE BYZANTINE EMPIRE	Mr. Brand
Political, institutional, and cultural history of the Byzantine (Later Roman) Empire from the reforms of Diocletian and conversion of Constantine to the capture of Constantinople in 1453. Contacts with Arabic, Turkish, Armenian, Slavic and West European peoples will be stressed.		
<i>Offered in 1969-70.</i>		
210	TOPICS IN THE HISTORY OF THE NEAR EAST	Mr. Silvera
A survey of the European impact on the Ottoman Empire and the Arab world in the nineteenth and twentieth centuries. Among the topics to be studied will be the legacy of Islam, the imperial policies of Great Britain and France, the rise of Arab nationalism.		
<i>Offered in 1969-70.</i>		
212a	THE CLOSING OF THE MIDDLE AGES: EUROPE IN THE FOURTEENTH CENTURY	Mr. Airo-Farulla
The course will deal with the decline of the Medieval Church and the spread of heresy; the conflict between Church and State; the Hundred Years War; the closing of the European frontier; early Italian humanism.		

**212b RELIGIOUS STRUGGLES AND THE RESHAPING OF EUROPE:  
1555-1648** Mr. Airo-Farulla

The course will take up topics such as the Spanish Empire under Philip II, the Catholic Reformation and the expansion of Calvinism, the Thirty Years War, the emergence of absolutism in France, the impact of the expansion of Europe overseas.

**213a MINORITY PEOPLES IN THE UNITED STATES** Mr. Dudden

An introductory program of investigations into the uneven results of acculturation, assimilation, and emancipation. This course will encourage students to undertake biographies within selected social groupings, and it will also be directed towards the problem of achieving social biography in an aggregate sense. Numerous reports will be required as well as a semester's essay. For sophomores and juniors only.

**306b GREAT HISTORIANS** Miss Robbins

Each week the work of one or two historians is read and discussed in relations to the historical and scholarly presuppositions of its age. Emphasis is laid on reading and analysis rather than on any attempted survey of historical literature. The course, however, pursues a roughly chronological order starting with the Greeks and ending with Spengler and Toynbee.

**309a THE EMERGENCE AND DECLINE OF STATES IN EUROPE AND  
ASIA IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES**

Miss Robbins

Among topics discussed will be: the decline of Spain, Poland, and the Mogul Empire; the ascendancy of France; the rise of Sweden, Russia, Prussia, the Manchu Dynasty; mercantilism and the commercial revolution; the structure of absolutism, mixed monarchy and federal governments; the development and rivalries of the French, English, and Dutch East India Companies; religious controversies and movements — Jesuit, Jansenist, Deist, Mystic.

**310a MEXICO: A STUDY IN TRADITION AND REVOLUTION,  
HISTORICAL CONTINUITY AND CHANGE** Mrs. Dunn

Emphasis will be placed on cultural conflict; the historical development of institutions such as church, hacienda, caciquismo; and on the nature and dynamics of the protracted revolutionary movement from Hidalgo to Cardenas. Prerequisites: History 207 or Interdepartmental 305a, or by permission of the instructor.

*Offered in alternate years.*

## HISTORY OF ART

Under the co-operative arrangement between the colleges, Haverford students who wish to major in the history of art, or to take advanced courses in the subject, may do so at Bryn Mawr College. For particulars see the Bryn Mawr undergraduate catalog.

### 21, 22 INTRODUCTION TO THE HISTORY OF ART

The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly, forms a required part of the course.

*Offered at Bryn Mawr as History of Art 101.*

## MATHEMATICS

Associate Professor DALE H. HUSEMOLLER, *Chairman\*\*\**

Assistant Professor DAVID P. KRAINES, *Acting Chairman*

Assistant Professor HARRY L. ROSENZWEIG

Assistant Professor FRANCIS X. CONNOLY

Instructor JOSEPH E. YEAGER

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical development; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 13, 14; 13, 16; 13, 18; and 13, 14, 18; and 19, 20. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 19 only upon consent of the department.

The more advanced courses cover work in the fields of analysis, algebra and topology. The student majoring in the department extends his studies into all of these areas.

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\*\*\*On sabbatical leave 1968-69.

A program consisting of Mathematics 13, 14, 21, and 20 or 22 and Mathematics 31 through 34 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. The course sequence 13, 16 is especially appropriate for the general liberal arts student.

### MAJOR REQUIREMENTS

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 19, 20; Astronomy 45, Economics 24, or for prospective actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

### REQUIREMENTS FOR HONORS

A student may be awarded *honors* in mathematics on the basis of course work in mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of mathematics.

#### 13 ONE VARIABLE CALCULUS

Staff

Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.

#### 14 MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA

Staff

Vectors in n-space. Partial derivatives. Multiple integrals. Theorems of Green and Stokes. Divergence theorem. Introduction to linear algebra. Prerequisite: Mathematics 13.

#### 16 NUMBER THEORY AND THE THEORY OF EQUATIONS

Mr. Yeager

Theory of divisibility and congruence for numbers and polynomials. Topics drawn from: quadratic reciprocity law, ruler and compass constructions, elementary field and Galois theory. The historical development of these topics will be considered.

#### 18 PROBABILITY AND STATISTICS

Mr. Yeager

Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13.

#### 19 CALCULUS AND ANALYSIS

Mr. Yeager

Review of calculus. Series. Partial derivatives and multiple integrals. Introduction to linear algebra. Open to students with a background in calculus, but who have not taken Mathematics 13 or 14. Prerequisite: permission of the instructor.

20	ELEMENTARY COMPLEX ANALYSIS	Mr. Rosenzweig
	Line integrals. Complex derivatives. Cauchy theorem and residue calculations. Elementary conformal mapping. Harmonic functions. Introduction to Laplace transforms. Prerequisite: Mathematics 19 or 14.	
21	LINEAR ALGEBRA	Mr. Rosenzweig
	Groups. Vector spaces. Linear transformations. Matrices. Eigenvalues and eigenvectors. Inner product spaces. Multilinear algebra. Prerequisite: Mathematics 14 or 18.	
22	ANALYSIS I	Mr. Rosenzweig
	The real number field. Rigorous development of differential and integral calculus. Metric spaces. Fundamental theorem of ordinary differential equations. Prerequisite: Mathematics 21.	
31, 32	ANALYSIS II, III	Mr. Connolly
	Differential calculus on Euclidean space. Inverse and implicit function theorems. The Riemann and Lebesgue integrals. Manifolds. Stokes theorem on manifolds. Calculus of variations. Prerequisite: Mathematics 21 and 22.	
33, 34	ALGEBRA	Mr. Kraines
	Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 21. Prerequisite: Mathematics 21 and 22.	
35, 36	TOPOLOGY	Mr. Rosenzweig
	General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisite: Mathematics 21 and 22.	
45	THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS <i>(See Astronomy 45)</i>	Mr. Green
	<i>Offered in 1969-70 and alternate years.</i>	
61, 62	SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY	
63, 64	SPECIAL TOPICS IN ANALYSIS AND GEOMETRY	Mr. Yeager, Mr. Connolly
	In the first semester of 1968-69, the topic is complex analysis and in the second semester, differential geometry.	
100	SENIOR DEPARTMENTAL STUDIES	Staff
	Review and correlation of the various branches of mathematics. Content varies to fit student needs. This course may be taught as a seminar, a tutorial, or a lecture course, depending on student needs.	



## MUSIC

Professor WILLIAM H. REESE, *Chairman*  
Associate Professor JOHN H. DAVISON  
Lecturer HAROLD BOATRITE

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice can be arranged independently, or under the Arts and Service Program (see pages 151-153). Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

### MAJOR REQUIREMENTS

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art. In addition, he must demonstrate a keyboard facility sufficient to encompass the playing of a Bach chorale and to realize features of his compositions.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

### REQUIREMENTS FOR HONORS

The *honors* candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

#### 11 INTRODUCTION TO MUSIC HISTORY

Mr. Reese

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

#### 12 SURVEY OF MUSIC HISTORY

Mr. Reese

A historical survey of the development of musical thought from the plain-song era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

#### 13-14 ELEMENTARY MUSIC THEORY

Messrs. Danson and Boatrite

The basic materials of music — melody, scales, intervals, chords, meter, and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

#### 23, 24 ADVANCED THEORY AND COMPOSITION

Messrs. Boatrite and Davison

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

#### 31, 32 SEMINARS IN MUSIC HISTORY

Messrs. Reese and Davison

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1968-69

Music 31: The music of J. S. Bach.

Music 32: Music of the twentieth century.

33	SEMINAR IN MUSICAL COMPOSITION	Mr. Davison
	Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.	
36	OPERA	Mr. Reese
	A brief history, with concentrated investigation of representative works and theories. Lectures, reading, analysis, reports. Prerequisite: Music 11 or 12 or the equivalent.	
81, 82	PROJECTS IN MUSIC	Staff
100	SENIOR DEPARTMENTAL STUDIES	Staff

## **PHILOSOPHY**

Professor RICHARD J. BERNSTEIN, *Chairman*

Professor PAUL J. R. DESJARDINS

Associate Professor L. ARYEH KOSMAN\*\*\*

Assistant Professor JOSIAH D. THOMPSON, JR.

Assistant Professor ASOKA GANGADEAN

Assistant Professor ROBERT H. KANE†

Visiting Assistant Professor YEHOUDA LANDAU

Visiting Lecturer TING SHIH CHIA

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more self-critical attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, whether in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

### **MAJOR REQUIREMENTS**

Philosophy 11-12 (or equivalent), 100 and eight other semester courses approved by the major supervisor, four from the philosophy department and four

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\*\*\*On sabbatical leave 1968-69.

†Appointed on the Sloan Foundation Grant.

from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination and an oral examination. The written examination will cover the history of philosophy, ethics, social and political philosophy, philosophy of religion, logic, metaphysics, the theory of knowledge, and philosophy of science. The oral examination will be based on the written examination.

### REQUIREMENTS FOR HONORS

*Honors* in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. *Honors* will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; *high honors* require an average of at least 90.

### 11-12 HISTORICAL INTRODUCTION TO PHILOSOPHY Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns such as religion, the sciences, and the arts is sought through a study of selected works of the great philosophers in Western history. No prerequisite. Closed to juniors and seniors except in very special cases.

### 13-14 THE ORIGINS OF PHILOSOPHY Mr. Desjardins

The relative functions of myth, logic, and history in Homer, Hesiod, the Pre-Socratics. These themes will be investigated in three non-Western cultures: Chinese, Japanese, Dogon. Prerequisite: permission of the instructor.

*Offered in 1968-69 and alternate years.*

### 15-16 PHILOSOPHY EAST AND WEST Mr. Desjardins

Critical examination of theories about the differences between East and West in light of selected classical texts: Plato's *Republic*, the Confucian *Corpus*, the *Tao Te Ching*, and some early Chinese, Japanese and Buddhist literature. Prerequisite: permission of the instructor.

*Offered in 1969-70 and alternate years.*

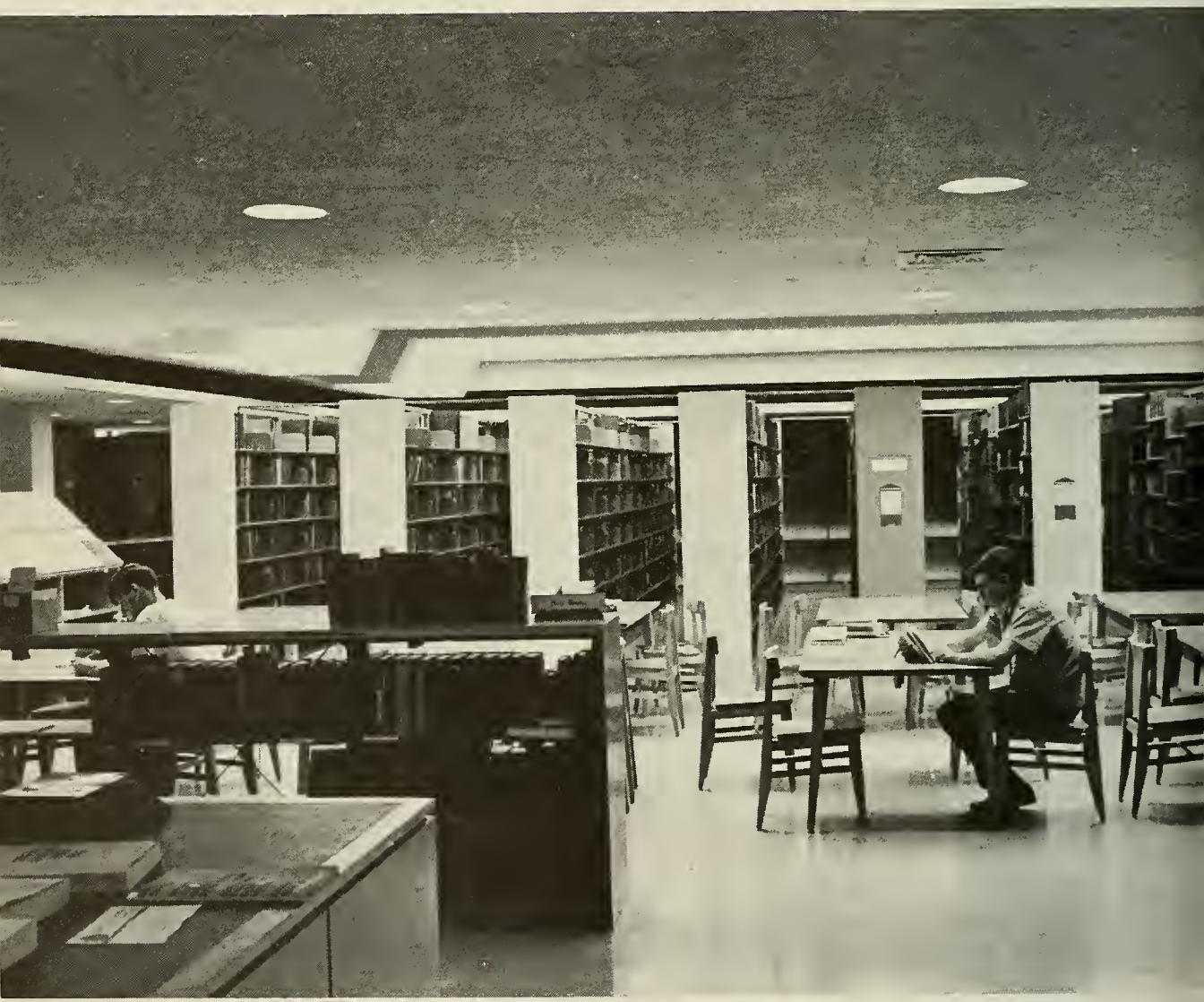
### 17 LOGIC Mr. Gangadean

Examination of classical term logic (syllogistic inference, categorical syllogisms), propositional logic (truth-function theory), and introduction to quantification theory. The interrelations between these will be examined. Stress will be on logic as a theory of discourse — the connection between logic and language will be explored. The above logical theories will be applied to inferences and arguments in ordinary discourse. Examination of validity, formal proof and properties of a formal system. Some attention will be given to inductive inference.

- 18 ADVANCED LOGIC Mr. Davidon  
 A study of the capabilities and limitations of algorithms for proving or refuting conjectures formulated in a first order predicate logic. Topics considered include the Gödel completeness and incompleteness theorems, decidable and undecidable theories, and the use of computers for proof searches. Some aspects of the foundations of mathematics will be explored. Prerequisite: permission of the instructor.
- 21 PLATO Mr. Desjardins  
 A study of a selected group of the dialogues. Prerequisite: permission of the instructor.
- 24 ARISTOTLE Mr. Landau  
 A study of a selection of the primary works of Aristotle. Prerequisite: permission of the instructor.
- 25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA Mr. Long  
*(See Religion 25, 26)*
- 29b RELIGIOUS IDEAS IN MODERN CULTURE Mr. Long  
*(See Religion 29b)*
- 31, 32 EARLY MODERN PHILOSOPHY Mr. Landau  
 A study of the development of philosophic thought in the seventeenth and eighteenth centuries. Attention will be focused on writing of representative thinkers. Selections from some of the following: Bacon, Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz. Prerequisite: permission of the instructor.
- 34 KANT Mr. Bernstein  
 A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: permission of the instructor.  
*Offered in 1969-70 and alternate years.*
- 36 HISTORY AND PHILOSOPHY OF SCIENCE Mr. Green  
*(See Physical Science 36 under General Courses)*  
*Not offered in 1968-69.*
- 37 RELIGIOUS ETHICS Mr. Slater  
*(See Religion 37)*
- 38 PHILOSOPHY OF RELIGION Mr. Slater  
*(See Religion 38)*
- 39 PHILOSOPHY OF SCIENCE Mr. Kane  
 A study of important philosophical issues raised by the sciences concerning, among other topics, the nature of scientific explanation and knowledge, law and chance, theory and observation, causality, purpose, freedom and determinism. Prerequisite: permission of the instructor.

- 40 PHILOSOPHICAL ISSUES IN THE HISTORY OF SCIENCE Mr. Kane  
The influence upon the general development of Western thought of fundamental revolutions in the history of science and the men who took part in them (Copernicus, Galileo, Newton, Darwin and others). Class discussion will focus on philosophical issues about the nature of science and scientific views of the world as well as on historical issues. Prerequisite: permission of the instructor.
- 42 SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT  
*(See Religion 42)* Mr. Spiegler
- 43-44 HEGEL AND POST-HEGELIAN THINKERS  
After a brief review of selected Hegelian texts in their cultural milieu, the course of 19th and 20th century philosophy will be examined. Principal texts from some of the following movements will be studied: Marxism, Existentialism, Phenomenology, and Analytic Philosophy. Prerequisite: permission of the instructor.
- 45 THE PHILOSOPHY OF EXISTENCE  
A study of some of the principal texts of nineteenth-century existentialism. Readings in Kierkegaard or Nietzsche. Prerequisite: permission of the instructor.  
*Not offered in 1968-69.*
- 46 THE PHENOMENOLOGY OF EXISTENCE  
A study of selected texts in twentieth-century phenomenology. Readings in Heidegger, Sartre, or Merleau-Ponty. Prerequisite: permission of the instructor.  
*Not offered in 1968-69.*
- 47 LITERARY THEORY AND CRITICISM Mr. Rose  
*(See English 47)*
- 48 PHILOSOPHY OF LOGIC Mr. Gangadean  
The focus will be on logic as an organon for philosophy. Theory of predication will be compared and contrasted with propositional logic and quantification theory. The effectiveness of each as an instrument for dealing with typical philosophical questions arising out of ordinary language as well as typical metaphysical and ontological questions will be discussed. Such meta-logical issues as the relation between intensional and extensional logic, between meta-language and object language, between propositional negation and predicate denial, between propositional and predicative truth, etc., will be examined. Selected writings of Aristotle, Frege, Russell, Ramsey, Quine, Strawson, and Sommers will be studied. Prerequisite: Philosophy 17 or permission of the instructor.

- 50a MODERN ANALYTIC PHILOSOPHY Mr. Bernstein  
A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others with special emphasis on theory of language. Prerequisite: permission of the instructor.
- 51b METAPHYSICS AND EPISTEMOLOGY Mr. Gangadean  
A study of conceptions of reality, knowledge and action. Prerequisite: permission of the instructor.
- 52a ETHICS Mr. J. Thompson  
A study of certain major proposals concerning the norms which ought to govern human life. Topic for 1968-69: Ethics after Nietzsche. Prerequisite: permission of the instructor.
- 53 SOCIAL PHILOSOPHY Mr. Bernstein and Miss Shumer  
A critical exploration of the web of problems that concern man's place in society. Classical approaches will be studied and the student will be encouraged to apply these approaches to the understanding of the salient social problems of his time. Prerequisite: permission of the instructor.  
*Taught jointly with Political Science 47.*
- 54 CONTEMPORARY PHILOSOPHIC PROBLEMS Mr. Bernstein  
A study of contemporary treatments of philosophic problems in Europe and America. Prerequisite: permission of the instructor.
- 56 THE LOGIC OF EXPLANATION Mr. Kane  
A study of what the natural and social sciences have to say about the nature of the physical world, and the inquiring mind within it. Topic for 1968-69: Mind and Matter. Prerequisite: Some previous science and philosophy courses and permission of the instructor.
- 81, 82 PROJECT COURSES Staff  
Individual consultation with independent reading and research. Prerequisite: permission of the instructor.
- 100 SENIOR SEMINAR Staff  
Seminar meetings, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected problems. Required of and open only to senior philosophy majors.



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION

Professor ROY E. RANDALL, *Chairman\*\**

Professor WILLIAM DOCHERTY, JR.

Associate Professor ERNEST J. PRUDENTE

Assistants: FRANCIS E. DUNBAR

R. HENRI GORDON

FREDERICK HARTMANN

WARREN K. HORTON

JOSEPH MCQUILLAN

JAMES MILLS

RICHARD O. MORSCH

HOWARD PRICE

FREDERICK C. SCHULZE, JR.

DANA W. SWAN

JOHN B. WILSON

College Physician: WILLIAM LANDER, M.D.

## PHILOSOPHY AND AIMS OF THE DEPARTMENT OF PHYSICAL EDUCATION

The Physical Education Department stresses three elements in its program: the promotion of physical fitness as beneficial to physical and mental health, the attainment of proficiency in sports with "carry-over" value, especially in group endeavor, and the development of sportsmanship and community spirit through intramural and intercollegiate competition.

The Department aims to guide the student to activities which are commensurate with his level of physical development while teaching him the physiological and psychological advantages of physical activity.

The Department places special emphasis on providing facilities for and instruction in sports with "carry-over" value. Haverford's courses in physical education seek to insure that each student will develop both interest and proficiency in a sport which he can maintain after graduation.

The intramural program offers a variety of individual and team activities from which the student may derive the rewards and satisfactions of working with others and of sharing responsibility in a group endeavor. Intramurals also provide an important component in the recreational offerings of the College.

The athletic program as a whole, from basic instruction to intercollegiate competition, is concerned with the individual student's development and enjoyment. The sports selected are determined mainly by current student interest.

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\*\*On sabbatical leave, second semester, 1968-69.

## PROGRAM AND REQUIREMENTS

Freshmen are required to take non-academic work in all three terms. At least two terms of physical education are required and physical education must be taken in the fall term of the freshman year. Freshmen who demonstrate satisfactory progress in the fall term may petition the Non-Academic Programs Committee for permission to take a course from the Arts Program or the Community Service Program (see pages 151-153) in one of the remaining terms. Sophomores and juniors are required to take two terms of non-academic work, at least one of which is in physical education. The student may schedule the remaining term in the sophomore, junior or senior year. Any student who receives an unsatisfactory grade in any term must then take non-academic courses every term until he is caught up in his requirements.

The intercollegiate program consists of varsity and sub-varsity schedules in 13 sports: football, soccer, cross country, basketball, fencing, swimming, wrestling, cricket, baseball, track, golf, tennis and sailing. Participation in these activities may be substituted for the physical education requirement. The following table summarizes the sports activities available.

	<i>Intercollegiate</i>		<i>Physical Education</i>
	<i>Varsity and sub-varsity</i>	<i>Varsity only</i>	
FALL:	Football Soccer	Cross Country Sailing	*Touch football *Soccer *Tennis Weight lifting
WINTER:	Basketball Fencing Wrestling	Swimming	Badminton Handball *Basketball *Volleyball Weight lifting
SPRING:	Baseball Tennis Track	Golf Cricket Sailing	*Softball *Tennis Golf

\*Intramural competition available

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of

the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight lane straight-away cinder track; 4½ mile cross country course within the campus limits; the Class of '88 - '22 and Merion Fields — which are used for soccer in the fall and softball in the spring; a skating pond, Cope Field for cricket, the Class of '16 Field used for practice football in the fall and baseball in the spring; fifteen tennis courts, six of which are all-weather; a driving range with green and sandtraps for golf practice, and the privileges of Merion West Course for the varsity golf team.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with handball and badminton courts. On the upper floors are department offices.

Alumni Field House, donated by alumni and friends of the College, became available in 1957 and provides ideal facilities for the further development of the athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

## PHYSICS

Professor FAY AJZENBERG-SELOVE, *Acting Chairman*

Associate Professor WILLIAM C. DAVIDON

Associate Professor DOUGLAS G. MILLER

Assistant Professor GUSTAV A. SAYER†

Assistant Professor WALTER J. TRELAT†

The physics curriculum acquaints students with the physical world, introduces them to the concepts which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

†Appointed on the Sloan Foundation Grant.

Whenever possible, students interested in a *physics major* should take physics in their freshman year. If their training in high school has not included calculus, Physics 13, 14 (and Math 13, 14) are recommended. If their preparation in high school has included a year of calculus, and if they are admitted to Mathematics 19, they can, upon consent of the instructor, take Physics 19, 20.

Students intending to major in *chemistry*, *biology* and *engineering*, and pre-medical students, are urged to take Physics 13, 14 in their freshman or sophomore year since this course serves as a general background for many of the other science courses. Physics 27 may also be of interest to many students outside of physics.

Students interested in physics for non-professional reasons should consider Physics 17.

In its program of studies for physics majors, the department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding. To this end, a basic sequence of mechanics, electromagnetism, and atomic and nuclear physics is required. Upper level courses encourage a further exploration of physics. The senior year features an opportunity for an extended research project, with an emphasis on independent work, oral and written expression, and the close relation between theory and experiment.

#### **MAJOR REQUIREMENTS**

Physics 19, 20, 25, 26, 100, and six additional courses in physics numbered 27 or above, including two courses in the 60's; Mathematics 13, 14 (or 19), 20, 21.

A student may propose to the Physics Department a major program which substitutes upper level courses in other departments for certain of the advanced physics courses.

#### **REQUIREMENTS FOR HONORS**

The granting of *honors* in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course and the results of the oral and written comprehensive examinations (Physics 100).

#### **13, 14 PRINCIPLES OF PHYSICS**

Messrs. Davidon and Sayer

*Four hours, including one laboratory period a week*

Certain fundamental concepts of contemporary physics are presented, with particular emphasis on conservation laws and symmetry principles. These concepts are used in the analysis of both microscopic and macroscopic phenomena. In Physics 13, the focus is on conservation of energy, linear momentum, and angular momentum, while in Physics 14, electric charge, entropy, and baryon number are considered. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed. No prerequisites.

17 ULTIMATE CONSTITUENTS OF MATTER Mr. Miller  
*Three hours, no laboratory*

Modern concepts of the atom and its interior will be emphasized. Experiments are discussed in order to help the student without previous experience in physics to expand his observations to the submicroscopic realm and to induce intrinsic properties of individual particles. Everyday experiences of symmetry are invoked to unify the treatment of physical change and to delimit the possible structures of matter. There will be considerable emphasis on broad intellectual concepts such as mass-energy equivalence and the uncertainty principle. No prerequisites.

*Offered in 1968-69 and 1969-70.*

19, 20 MECHANICS AND ELECTROMAGNETISM Physics 19: Mrs. Selove  
Physics 20: Messrs. Sayer, Miller (Fall)  
Messrs. Davidon, Miller (Spring)

*Four hours; Physics 19: three lectures and one recitation (or occasional labs); Physics 20: three lectures and one laboratory period each week*

Problems in non-relativistic and relativistic dynamics; conservation of energy, and of linear and angular momentum; orbital motion; scattering problems; normal modes; fields due to charges at rest and in uniform motion; solutions of boundary value problem; induced fields and Maxwell's equations. Prerequisite: Math 19 (or concurrently).

*In 1968-69, Physics 19 will be offered in the Fall Semester and Physics 20 will be given in both the Fall and Spring Semesters.*

25, 26 WAVE MECHANICS OF ATOMS AND NUCLEI Mrs. Selove  
*Four hours; three lectures and one laboratory period*

Electromagnetic radiation; inference of quantum principles from experiment; uncertainty principles; algebra of symmetries and conservation laws; energy levels of the hydrogen atom; intrinsic spin and the exclusion principle; emission and absorption of light; nuclear binding and decay; nuclear models. Prerequisites: Physics 19, 20; Math 21 concurrently.

*In 1968-69, Physics 25 will not be offered and Physics 19, 20 will be the sole prerequisites for Physics 26, which will be offered in the Spring.*

27 EXPERIMENTAL METHODS IN PHYSICS Mr. Trela  
*Three hours, including one laboratory*

Analysis of D.C. and A.C. circuits covering both vacuum tubes and transistors. Topics include basic amplifier principles, frequency considerations, feed back, oscillators, pulse and digital circuits. Optical devices and techniques including the use of lasers to investigate diffraction, interference and coherence. Basic vacuum techniques and principles. Prerequisites: Physics 13, 14 (or equivalent).

*Offered in 1968-69.*

- 35 DYNAMICS OF WAVES AND PARTICLES Mr. Davidon  
*Three hours*  
 Analysis of particle motion in conservative force fields and of wave motion in non-dissipative media by use of Lagrangian and Hamiltonian formulations of mechanics and Maxwell's equations. Liouville's Theorem and the properties of phase space. Oscillations, normal modes. Scattering, absorption, focusing, and polarization of waves and particles. Prerequisites: Physics 19, 20.  
*Offered in 1968-69 and alternate years.*
- 41 GENERAL RELATIVITY AND COSMOLOGY Mr. Green  
*(See Astronomy 41)*  
*Offered in 1969-70 and alternate years.*
- 42 QUANTUM MECHANICS Mr. Miller  
*Three hours*  
 Charge and current conservation, lepton and baryon conservation, discrete symmetry operations such as particle exchange, reflection and time reversal, decay processes. Prerequisite: Physics 26 (or permission of the instructor).  
*Offered in 1968-69 and alternate years.*
- 43 PARTICLE PHYSICS Mr. Davidon  
*Three hours*  
 Classification of particles, isotopic spin, baryon number, hypercharge and  $SU_3$  symmetry. Scattering theory including relativistic kinematics. Production and decay of unstable particles and interactions of particles with matter. Prerequisites: Physics 25, 26 (or permission of the instructor).  
*Offered in 1969-70 and alternate years.*
- 44 STATISTICAL AND THERMAL PHYSICS Mr. Trella  
*Four hours, including one laboratory period*  
 Statistical formulation of the description of a system of many particles. Basic macroscopic thermodynamic concepts and laws developed and then applied to ideal gases, phase transition, magnetic systems, production of low temperatures. Methods and results of classical statistical mechanics, quantum statistics, elementary kinetic theory, transport processes. Prerequisite: Physics 25.  
*Offered in 1969-70 and alternate years.*
- 45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS Mr. Green  
*(See Astronomy 45)*  
*Offered in 1969-70 and alternate years.*
- 46 SOLID STATE PHYSICS Mr. Trella  
*Four hours, including one laboratory period*  
 The properties of crystalline solids are studied. Crystal symmetries, binding forces, lattice vibrations, specific heats, free-electron theory of metals, energy bands, semi-conductors, magnetisms in solids, superconductivity. Prerequisite: Physics 25.  
*Offered in 1968-69 and alternate years.*

48	<b>MATHEMATICAL PHYSICS</b>	Mr. Davidon
	<i>Three hours</i>	
	Applications to physics of linear algebra, Fourier analysis, integration in the complex plane, differential equations, calculus of variations, and group theory. Prerequisites: Mathematics 20, 21.	
	<i>Offered in 1969-70 and alternate years.</i>	
61, 62	<b>THEORETICAL PHYSICS</b>	Mr. Davidon
	A program of lectures, readings and independent work on current problems and methods in theoretical physics. Applications of group theory to the study of symmetry in physics will be emphasized.	
63, 64	<b>NUCLEAR STRUCTURE PHYSICS</b>	Mrs. Selove
	Student research in nuclear spectroscopy and related problems. Appropriate projects may be carried out at the University of Pennsylvania Tandem Accelerator. Analysis of the results will be carried out using computers.	
65, 66	<b>HIGH ENERGY PHYSICS</b>	Messrs. Sayer and Miller
	A research seminar on the forces which hold the proton together. Experimental work with the 3 GeV proton accelerator at Princeton will be planned, executed and analyzed.	
67, 68	<b>LOW TEMPERATURE PHYSICS</b>	Mr. Trela
	Student research in the area of superconductivity, liquid helium and other solid state phenomena. Experiments are performed at temperatures down to 1°K.	
100	<b>SENIOR DEPARTMENTAL STUDIES</b>	Staff
	A course of informal seminars, readings, and occasional lectures to review and interrelate the student work in other physics courses. The examination in this course will be in two parts. One part, late in the first semester, will test the student's knowledge of the basic ideas of physics. The second part of the examination will be given at the end of the spring semester and will be based upon the student's advanced work. Seniors should register for Physics 100 in both terms. Only one course credit can be earned for the course.	

### **POLITICAL SCIENCE**

Associate Professor HARVEY GLICKMAN, *Chairman*  
 Assistant Professor ROBERT A. MORTIMER  
 Assistant Professor SIDNEY R. WALDMAN§  
 Assistant Professor SARA M. SHUMER

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to

§On leave 1968-69.

government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political behavior and institutions; and problems of international relations.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the needs of men contemplating scholarship and teaching in political science, as well as other professional careers, such as law, journalism, and the public service.

In advanced courses, emphasis is placed upon individual research and analysis — practice in concept formation, location, organization, and presentation of data; and independent judgment.

Majors in political science are expected to understand the relationship of this field to other social studies as well as to the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

#### **MAJOR REQUIREMENTS**

Political Science 11, 12, 100, and seven other courses in political science distributed among three of the four areas of study: (1) comparative politics; (2) American politics; (3) international relations; and (4) political theory and political philosophy.

Four approved semester courses in other social sciences.

A comprehensive examination covering a major and a minor field chosen from the four areas of study indicated above.

In the senior year majors will enroll in the appropriate Research Seminar (41, 43, 45, or 47) or Political Science 81 in the first semester and in Political Science 100 in the second semester. This will cover seminar participation (or independent research), preparation of a senior thesis, and review for comprehensive examinations.

#### **REQUIREMENTS FOR HONORS**

Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of *honors* will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the comprehensive examination.

#### **11 POLITICAL SYSTEMS: NATIONAL AND INTERNATIONAL Staff**

An introductory analysis of forms of government, political institutions, and relations among states. The major functional problems of political organization and development are considered in examining the governments of the United States, the U.S.S.R., and emergent political systems of Africa. The dynamics of the modern nation state system are examined by studying a key problem of international politics.

*Open to freshmen and sophomores only.*

- 12 POLITICAL THEORY: IDEAS AND ISSUES** Staff  
An introduction to the analysis of political problems presented with the help of original works of theorists who have had a major influence on shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom and collective authority.  
*Open to freshmen and sophomores only.*
- Political Science 11 and 12 together provide the student with a basic understanding of the major elements of the political process; they are prerequisites for further work in political science. They should normally be taken in the order listed above, although exceptions can be made with the consent of the instructor.
- 21 AMERICAN POLITICAL PROCESS: PRESIDENT AND CONGRESS** Mr. Waldman  
A functional and behavioral analysis of the policy-making process. Political parties, legislative behavior and powers and the interactions between the President and Congress will be examined. Prerequisite: Political Science 11, 12 or consent of instructor.  
*Not offered in 1968-69.*
- 22 PUBLIC OPINION, PRIVATE INTERESTS, AND THE POLITICAL SYSTEM** Mr. Waldman  
An in-depth analysis of the formation of political attitudes, the functions of public opinion in shaping public policy, and the impact of interest groups on that policy. Prerequisite: Political Science 11, 12 or consent of instructor.  
*Not offered in 1968-69.*
- 23 COMPARATIVE POLITICS: WESTERN SYSTEMS** Mr. Glickman  
An institutional-functional analysis of government and politics in selected states, emphasizing Great Britain and certain Commonwealth countries. Comparisons with several European states. The major categories for study are: political culture; the organization, distribution, and manipulation of power; the pattern of interest and ideology; political parties. Prerequisite: Political Science 11, 12 or consent of the instructor.
- 24 COMPARATIVE POLITICS: NON-WESTERN SYSTEMS** Mr. Glickman  
A study of political ideologies, systems, and processes in new states, with emphasis on sub-Saharan Africa. Problems include the impact of the West on traditional societies, the growth and effects of nationalism, modernization, stability and popular government. Prerequisite: Political Science 11, 12 or consent of the instructor.
- 25 INTERNATIONAL POLITICS AND FOREIGN POLICY** Mr. Mortimer  
Using United States foreign policy as a case study, the course will deal with the factors that influence the foreign policies and the power of states in an expanding international system. The problems of managing power and resolving international conflicts without resort to war are considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

- 26 INTERNATIONAL ORGANIZATION Mr. Mortimer  
A study of various attempts to adapt the practices of international relations to the conditions of international interdependence, focusing on the United Nations system and regional organizations such as the OAU as one approach to the peaceful organization of the international system. The nature and capacities of international organizations operating in a system of state sovereignty, and other theoretical approaches to the establishment of the world order, will be considered. Prerequisite: Political Science 11, 12 or consent of the instructor.
- 27 POLITICAL THEORY: THE CONTEXT OF PUBLIC POLICY Miss Shumer  
Public policy is formulated within the limits and potentials established by a specific political culture and set of political institutions. This course will explore the classical and modern literature on the theoretical assumptions and implications of the American political system: theories of constitutionalism, mass society, organization and pluralism. Prerequisite: Political Science 11, 12 or consent of the instructor.
- 28 PUBLIC POLICY: CIVIL RIGHTS AND POVERTY Miss Shumer  
An historical and analytical inquiry into the scope and nature of the problems in the selected policy area of civil rights and poverty; and the systematic analysis of the capacity of the present political system (including both the government and non-government groups) to deal effectively with these problems. Prerequisite: Political Science 11, 12 or consent of the instructor. (Political Science 21 and Political Science 27 are recommended.)
- 30 THE EIGHTEENTH CENTURY PHILOSOPHES Mrs. Ringold  
*(See French 24)*
- 31 POLITICAL ANALYSIS Mr. Waldman  
Inquiry into the scope of political studies and the methods conducive to arriving at reliable and verifiable results. The philosophical basis of behavioral political science is examined. Student research projects. Prerequisite: Political Science 11, 12 or permission of the instructor. (Majors in natural sciences are encouraged to take this course.)  
*Not offered in 1968-69.*
- 32 THE SOVIET SYSTEM Mr. Hunter  
*(See Economics 32)*
- 33 GOVERNMENT AND POLITICS IN EAST ASIA Mr. Kennedy  
An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.  
*Offered at Bryn Mawr as Political Science 203a.*

- 35 METROPOLITAN GOVERNMENT Mr. Ross  
Analysis of the forces affecting the structure of metropolitan regions. The functions and politics of American government at the local and metropolitan levels. Current administrative and planning practices. Problems of economic development, urban renewal, and poverty. Field work in Greater Philadelphia.  
*Offered at Bryn Mawr as Political Science 218a.*
- 36 PROBLEMS OF URBAN POLITICS Mr. Ross  
A research seminar on selected topics in urban politics.  
*Offered at Bryn Mawr as Political Science 316b.*
- 37 INTERNATIONAL LAW Miss Leighton  
An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.  
*Offered at Bryn Mawr as Political Science 221a.*
- 41 RESEARCH SEMINAR IN AMERICAN POLITICS Mr. Waldman  
Student research into problems of American political institutions and behavior: voting studies, small group research, legislative behavior. Prerequisite: Political Science 21, 22 or consent of the instructor.  
*Not offered in 1968-69.*
- 42 WEST EUROPEAN INTEGRATION Mr. Frye  
An analysis of postwar moves toward integration in Western Europe, with special emphasis upon the factors behind integration and upon the impact of integration upon member societies.  
*Offered at Bryn Mawr as Political Science 304b.*
- 43 RESEARCH SEMINAR IN COMPARATIVE POLITICS Mr. Glickman  
Student research into problems of developed and developing political systems, emphasizing the use of cross-national and cross-cultural data and hypotheses. Prerequisite: Political Science 23, 24 or consent of the instructor. Topic for 1968-69: Political Transformation: Evolution and Revolution.
- 45 RESEARCH SEMINAR IN INTERNATIONAL POLITICS Mr. Mortimer  
Student research into problems of developed and developing political systems. Discussion of various methods of research and analysis of the international political system. Prerequisite: Political Science 25, 26 or consent of the instructor. Topic for 1968-69: The Developing States in International Politics.

- 47 RESEARCH SEMINAR IN POLITICAL THEORY AND PUBLIC POLICY  
Miss Shumer and Mr. Bernstein  
Student research into some of the major issues of political inquiry, such as bureaucratization and mass society, ethics and politics, freedom and consent. Prerequisite: Political Science 27, 28 or consent of the instructor. Topic for 1968-69: The Nature of Contemporary Political Theory.  
*Taught jointly with Philosophy 53.*
- 48 CHINA AND JAPAN: PROBLEMS OF MODERNIZATION Mr. Kennedy  
The course focuses on internal responses to the Western impact as revealed in changing attitudes, revised values and new institutions; and on external policies and relations. Special attention to evidence of continuity and change and to comparison of political developments in the two countries.  
*Offered at Bryn Mawr as Political Science 312b.*
- 49 LAW AND SOCIETY Miss Leighton  
An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property and government are discussed.  
*Offered at Bryn Mawr as Political Science 301a.*
- 81, 82 INDEPENDENT PROJECT COURSES Staff  
*Individual consultation; supervised independent reading and research*  
Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.
- 100 SENIOR DEPARTMENTAL STUDIES Staff  
Completion of senior essay normally begun as part of the work in the research seminars and preparation for comprehensive examination. All staff members will be involved in any given year in the supervision of senior essays. After completion of the essay on April 15, there will be a period of reading and review leading to a written comprehensive examination for all senior majors.

## PSYCHOLOGY

Associate Professor SIDNEY I. PERLOE, *Chairman*

Professor DOUGLAS H. HEATH\*\*\*

Assistant Professor THOMAS D'ANDREA

Assistant Professor PRESTON B. ROWE, JR.

Instructor JAMES L. VAUGHAN

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

### MAJOR REQUIREMENTS

A major program in psychology includes Psychology 11, 14, 16, 23, 35, 100, and two additional advanced courses in the department. Students may, but are not required to, concentrate in any one of the three following areas: experimental psychology, personality psychology and social psychology. Students concentrating in the first area should strongly consider taking Mathematics 18, Probability and Statistics 50a, and Philosophy 50, Modern Analytic Philosophy. Students who concentrate in Social Psychology are expected to take Sociology 43, The Sociology of Small Groups. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory one by the end of the sophomore year. Students should note that the Sociology Department also offers social psychology as a special area.

### REQUIREMENTS FOR HONORS

The award of departmental *honors* signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as on the comprehensive examination. *Honors* candidates should plan to take Psychology 51 and 52 during the senior year.

#### 11 INTRODUCTORY PSYCHOLOGY

Staff

The course will cover the following topics, drawn from the three major areas of psychology: conditioning, learning, and the experimental analysis of behavior; the development of theories of motivation with emphasis on achievement motivation, frustration and aggression; the influence of motivation and learning on perception.

\*\*\*On sabbatical leave 1968-69.

- 14 LEARNING** Mr. D'Andrea and Mr. Rowe  
*Three lectures and one laboratory period each week*  
The course focuses on the theoretical interpretations of learning in humans and animals with emphasis on the empirical evidence on learned behavior. Topics covered will include classical and instrumental conditioning, memory and forgetting, S-R and cognitive models of learning, and learning sets and problem-solving. The laboratory will include research in both human and animal learning. Prerequisite: Psychology 11.
- 16 SOCIAL PSYCHOLOGY** Mr. Perloe  
*(Also called Sociology 16)*  
A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in social perception. The following topics will then be examined: the motivational determinants of group membership and social conformity, the effects of society and personality on social attitudes, the psychological aspects of social conflict and the psychological aspects of social roles and social systems. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor. Juniors and seniors electing the course will be expected to do some additional work.
- 22 PSYCHOLOGY OF LANGUAGE** Mr. D'Andrea  
The course will concentrate on the development of modern psycholinguistics. Such topics as semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and the implications of recent work in generative grammars for a psychology of language will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.
- 23 THEORIES OF PERSONALITY** Mr. Vaughan  
Although the course will cover the major personality theorists, it will go most extensively into Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialist personality theorists, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of different theories. Prerequisite: Psychology 11.
- 24 DEVELOPMENTAL PSYCHOLOGY** Mr. Heath  
The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 23 and the consent of the instructor.  
*Not offered in 1968-69.*

- 25 ANALYSIS OF BEHAVIOR** Mr. D'Andrea  
*Three lectures and one laboratory period each week*  
The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion in terms of the principles of operant conditioning. Detailed analysis will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do an independent research project.  
Prerequisite: Psychology 11 or the consent of the instructor.
- 26 PHYSIOLOGICAL PSYCHOLOGY** Mr. Thomas  
*Three hours of lecture and three hours of laboratory each week*  
The physiological and anatomical bases of behavior. Prerequisite: Psychology 14.  
*Offered at Bryn Mawr as Psychology 301b.*
- 27 ANIMAL LEARNING** Mr. Bitterman  
*Three hours of lecture and three hours of laboratory each week*  
Comparative studies of conditioning and selective learning; theories of learning; the evolution of intelligence. Prerequisite: Psychology 14.  
*Offered at Bryn Mawr as Psychology 201a.*
- 29 CENTRAL NERVOUS SYSTEM AND BEHAVIOR** Mr. Thomas  
*Three hours of lecture and one laboratory period each week*  
The neural basis of a wide range of psychological phenomena including: learning, emotion, motivation and thought.  
*Offered at Bryn Mawr as Psychology 301a.*
- 30 HUMAN LEARNING AND THINKING** Mr. Gonzalez  
*Two hours of lecture and four hours of laboratory each week*  
Verbal learning and retention; meaning and creative thought. Prerequisite: Psychology 14; Psychology 27 recommended.  
*Offered at Bryn Mawr as Psychology 203b.*
- 31 PERCEPTION** Mr. R. Davidon  
*Three hours of lecture and two hours of laboratory each week*  
Differentiation and organization of the perceived environment, visual, auditory and tactal-kinesthetic. Prerequisite: Psychology 11.  
*Offered at Bryn Mawr as Psychology 305a.*

**34 ABNORMAL PSYCHOLOGY**

Mr. Vaughan

*Three hours of class and field work each week*

The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment methods, and therapeutic interviews. Prerequisite: Psychology 23 and the consent of the instructor.

**35 HUMAN INFORMATION PROCESSING**

Mr. Rowe

*Three hours of seminar and one laboratory period each week*

Seminar discussion will center upon the experimental investigation of human information processing. A variety of experimental approaches to the study of structure and dynamics in cognitive processes will be reviewed critically. The following are some of the topics to be covered: the stabilization of one's perceptual-cognitive world, the codification and classification of information, and reasoning and judgment in problem solving. An experimental term project will be required. Prerequisite: Psychology 11 or consent of the instructor.

**37 COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE***(Also called Sociology 37)*

Mr. Perloe

A detailed coverage of recent psychological research and theory on persuasive communications and attitude change. Consideration will be given to the effects of the following factors: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of the communication recipients and the occurrence of inconsistencies between belief and action. The consequences of gross situational changes such as "brain washing" will be discussed. The last part of the course will be organized as a seminar devoted to individual research projects. Prerequisite: Psychology 12 or the permission of the instructor.

**40 DESIGN, ANALYSIS AND THEORY IN BEHAVIORAL RESEARCH**

Mr. Rowe

A consideration of strategies, problems and philosophical questions relevant to the conduct of behavioral research. Some frequently used statistical methods will be covered in detail along with a nontechnical treatment of the nature of statistical reasoning. Students will be expected to acquire some familiarity with computer programming while taking the course. Prerequisite: permission of the instructor or one laboratory course in psychology; the latter may be taken concurrently.

**51, 52 RESEARCH TOPICS IN PSYCHOLOGY** Staff

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 14, 35 and 40, and the consent of the instructor; students with preparation in statistics will be excused from the Psychology 40 prerequisite.

**81, 82 READING PROJECTS IN PSYCHOLOGY** Staff**100 SENIOR DEPARTMENTAL STUDIES** Staff

The course will meet as a seminar to consider significant issues in psychological theory and methods, the relations between psychology and other disciplines, the value implications of psychological knowledge and the role of psychology in the solution of social problems. The specific topics discussed will depend in part upon the interests of the students. Several papers and a final exam will be required.

**RELIGION**

Associate Professor GERHARD E. SPIEGLER, *Chairman*

Assistant Professor C. PETER SLATER

Assistant Professor J. BRUCE LONG

Visiting Lecturer SAMUEL LACHS†

The Department of Religion is concerned with (1) the historical study of religious traditions in the Hebrew-Christian culture; (2) the historical-phenomenological study of non-Western religious traditions; and (3) the philosophical study of religious thought, East and West, particularly its modern forms of expression.

**MAJOR REQUIREMENTS**

The exact structure of the program must be determined in consultation with the major supervisor. The program must include the following courses:

- a. Religion 15, 16
- b. Four additional half-year courses in religion.
- c. Three half-year courses beyond the introductory level in some other department to be approved as related courses by the major supervisor.
- d. Such additional language courses as deemed essential by the department for the proposed course of study.

A comprehensive examination consisting of three parts:

- (a) passing of Religion 100; (b) a senior research paper; (c) an oral examination on the paper but not necessarily restricted to it.

## REQUIREMENTS FOR HONORS

*Honors* in religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method for testing such study is by a three-hour written examination. *Honors* will not be given unless the candidate receives a grade of 85 or better in the regular comprehensive examination in religion, and *high honors* require a minimum grade of 90.

### 15, 16 RELIGION AND CULTURE

Staff

A study of man's pre-philosophical, religious conceptions of himself and society through a detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, and the Ancient Near East. An introduction to and testing of divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition. In the second semester modern forms of religious expressions and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Reinhold Niebuhr, Camus, Tillich, Bultmann and Gandhi. Religion 16 may be taken without prerequisite.

### 21 THE RELIGION OF ISRAEL

Mr. Kee

The development of Israelite religion in the religious and cultural setting of the ancient Near East; the rise of Judaism in the Persian and Hellenistic periods.

*Offered at Bryn Mawr as History of Religion 201a.*

### 22 THE BEGINNING OF CHRISTIANITY

Mr. Kee

*Offered at Bryn Mawr as History of Religion 201b.*

### 23-24 MEDIEVAL EUROPEAN CIVILIZATION

*(Also called History 23-24)*

*Not offered in 1968-69.*

### 25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA

Mr. Long

*(Also called Philosophy 25, 26)*

First semester, the rise and spread of Hinduism and Buddhism in India. Second semester, the spread of Buddhism to China and Japan, its meeting with their Taoist and Confucian traditions, and the rise and spread of Islam. Throughout the course textual study will be interspersed with interpretive materials from the phenomenology of religion. Prerequisite: Religion 15 or consent of the instructor.

### 29b RELIGIOUS IDEAS IN MODERN CULTURE

Mr. Long

*(Also called Philosophy 29b)*

A study of some theological and philosophical problems and issues in contemporary literature. Special attention is given to theistic and nontheistic existentialism, theological naturalism and confessional theology. The work of such men as Kafka, Camus, Buber, Heidegger, Barth and Tillich will be examined respectively. First-hand acquaintance with selected writings of four of these men; reports, lectures, and class discussions.

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†On appointment first semester 1968-69.

- 36 THE PROTESTANT REFORMATION Staff  
*(Also called History 36)*  
A study of the rise and development of the Protestant Reformation during the sixteenth century, its history and thought, with special attention to the work and thought of Luther and Calvin. Prerequisite: Religion 23-24 or consent of the instructor.  
*Offered in 1968-69 and alternate years.*
- 37 RELIGIOUS ETHICS Mr. Slater  
*(Also called Philosophy 37)*  
An examination of Western and non-Western approaches to such topics as freedom and order, love and justice, vocation and avocation, church and state, just war theory and non-violent resistance, population control and personal responsibility in the uses of power. Reports, lectures and discussions with visiting specialists. Prerequisite: Religion 16 or consent of instructor. Enrollment limited.
- 38 PHILOSOPHY OF RELIGION Mr. Slater  
*(Also called Philosophy 38)*  
A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, science and religion, the nature and existence of God, evil and life after death, and problems to do with truth-claims and meaningfulness in religious discourse. Lectures, reports, and class discussions. Prerequisite: Religion 16 or one course in Philosophy.
- 40 HISTORY AND PRINCIPLES OF QUAKERISM Mr. Bronner  
*(See History 40)*
- 41 ANTHROPOLOGY OF RELIGION Mr. MacGaffey  
*(See Sociology 41)*
- 42 SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT Mr. Spiegler  
*(Also called Philosophy 42)*  
Specialized study of the works of some major philosopher and theologian or work on a major theological problem. May be repeated for credit with change of content. Prerequisite: consent of the instructor.
- 43 SEMINAR IN HISTORY OF RELIGIONS Mr. Lachs  
Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Prerequisite: Religion 25, 26 or consent of the instructor. Topic for 1968-69: Judaism.

- 45b SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT  
*(Also called History 45b)* Mr. Slater  
Intensive study of a major thinker or movement in the history of Christianity. May be repeated for credit with change of content. Prerequisite: consent of the instructor. Topic for 1968-69: conceptions of philosophy and religion in classical and early modern times. (Given in conjunction with the visit of Professor Henry Chadwick of Oxford University.)
- 46 SOCIOLOGY OF RELIGION Mrs. Porter  
*(See Sociology 46)*  
*Offered at Bryn Mawr College as Sociology 209b.*
- 81, 82 PROJECT COURSES Staff  
Individual consultation; independent reading and research.
- 100 SENIOR DEPARTMENTAL STUDIES Staff  
A staff seminar for departmental majors and other interested upperclassmen focusing on current issues and problems in religious studies. The course will be spaced out through an entire year, with papers, discussions and examinations.

## ROMANCE LANGUAGES

Professor MARCEL M. GUTWIRTH, *Chairman*

Professor MANUEL J. ASENSIO

Associate Professor BRADFORD COOK

Assistant Professor RICHARD R. RASKIN

Instructor JEANNETTE RINGOLD

Instructor THERESE C. RAWSON

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle Français and Club Español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in a Romance language are encouraged to spend a summer in France or in a Spanish-speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

### FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of reading, constant practice in hearing, speaking, writing French. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart — as well as of the mind — and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

## MAJOR REQUIREMENTS

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

## REQUIREMENTS FOR HONORS

*Honors* in French will be awarded on the basis of consistently distinguished work in the literature courses — including at least one project course — and of a grade of 90 or better on the comprehensive examinations. *High honors* will be determined by a further oral examination.

### 11-12 INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT

Staff

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to freshmen who have had more than two years of high school French.

### 13-14 INTERMEDIATE FRENCH

Staff

Training in the language is pursued on the basis of a wide sampling of literary works designed to acquaint the student with the range of French literature, from the *Chanson de Roland* to the present. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

### 21 DICTION AND COMPOSITION IN FRENCH

Mrs. Ringold

Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: permission of the department.

### 22 EXPLICATION DE TEXTES

Mr. Raskin

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

### 31 THE CLASSICAL AGE

Readings in the French 17th century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent.

*Offered in 1969-70 and alternate years.*

- 32 THE TWENTIETH CENTURY** Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.  
*Offered in 1969-70 and alternate years.*
- 33 NINETEENTH CENTURY LYRIC POETRY** Mr. Cook The lyrical rebirth of the 19th century: Vigny, Baudelaire, Rimbaud, Mallarmé. Prerequisite: French 22 or the equivalent.  
*Offered in 1968-69 and alternate years.*
- 34 THE NOVEL FROM LACLOS TO PROUST** Mr. Raskin The rise of the modern novel in France from the late 18th to the early 20th century with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.  
*Offered in 1968-69 and alternate years.*
- 41 ADVANCED TOPICS IN FRENCH LITERATURE** Mr. Raskin  
1968-69: Rabelais In this seminar, we will attempt to follow the advice Rabelais offers in his prologue to *Gargantua*: we will try to break the bone of his symbols and suck out the "substantific marrow." We will take Rabelais at his word when he promises that this marrow will reveal "horrific mysteries concerning our religion as well as the political state and economic life." Prerequisite: consent of the instructor.
- 42 ADVANCED TOPICS IN FRENCH LITERATURE** Mr. Cook  
1968-69: Proust *Le Côté de Guermantes, Sodome et Gomorrhe, La Prisonnière, Le Temps retrouvé.* Prerequisite: consent of the instructor.
- 81, 82 SPECIAL PROJECTS IN FRENCH LITERATURE** Staff This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.
- 100 SENIOR DEPARTMENTAL STUDIES** Staff Masterworks from the Renaissance to the present. A representative sample of major works by twelve writers of the first rank is assigned in this course, together with a recent scholarly appraisal of each writer, to allow the student to form a view of the high points of the literary tradition against a background of authoritative, up-to-date assessment. From Montaigne to Proust the readings cover a span of four centuries, and they range from Voltairian polemic wit to Baudelaire's aesthetic detachment. The object of the course is to cap the student's acquaintance with French literature by a reconsideration of some of its main achievements. Among the writers presented are: Pascal, Molière, Racine, Flaubert, Gide. Prerequisite: senior standing, or permission of the department.

## FRENCH CIVILIZATION

- 23 THE IMPRESSIONIST ERA  
*(Also called History 27)*

Mr. Raskin

A study of mid-19th century French civilization centering on the relation of the arts (music, painting, poetry, and the novel) to the social and political scene constituted by the Third Republic. Guest lectures by music and art specialists, as well as slides and records. Enrollment limited. A knowledge of French is not required.

- 24 THE EIGHTEENTH CENTURY PHILOSOPHES  
*(Also called Political Science 30)*

Mrs. Ringold

Montesquieu, Voltaire, Rousseau, Diderot. Readings in English from the works of these four major figures of the European Enlightenment, whose contribution to sociology, political theory, and theory of education singularly broadened the idea of the writer's function in society. Some attention will also be given to Helvetius, Condillac, and the *Encyclopédie*.

## COURSES OFFERED AT BRYN MAWR

- 305a BAUDELAIRE

Miss Jones

- 305b CAMUS-MALRAUX

Mr. Maurin

## SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the College, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

## MAJOR REQUIREMENTS

Spanish 21-22; 23-24, 33, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Spanish majors are advised to take Spanish 202 (Spanish readings and composition) at Bryn Mawr College.

## **REQUIREMENTS FOR HONORS**

*Honors* in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every *honors* student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. *High honors* are awarded on the basis of a further oral examination.

**11-12 ELEMENTARY SPANISH** Mr. Asensio

Grammar, with written and oral exercises; reading; thorough drill in conversation.

**13-14 INTERMEDIATE SPANISH** Mr. Asensio

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

**21-22 INTRODUCTION TO SPANISH LITERATURE** Mr. Asensio

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

*Not offered in 1968-69.*

**23-24 INTRODUCTION TO LATIN-AMERICAN LITERATURE** Mr. Asensio

A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

**25-26 INTRODUCTION TO HISPANIC CIVILIZATION** Mr. Asensio

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

*Not offered in 1968-69.*

**33 THE AGE OF CERVANTES** Mr. Asensio

The development of Cervantes' art in the drama, the short story, and the novel, with special attention to Don Quixote.

**81, 82 SPECIAL TOPICS IN SPANISH LITERATURE** Mr. Asensio

Reading and lectures; written and oral reports. This course may be repeated, with change of content for full credit.

**100 SENIOR DEPARTMENTAL STUDIES** Staff



## RUSSIAN

Professor FRANCES DE GRAAFF, *Chairman*

Assistant Professor RUTH C. PEARCE\*

Part-time Instructor FREDERICK SCHULZE\*

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

### MAJOR REQUIREMENTS

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

Eight semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

Three semester courses in Russian history and institutions: History 43-44 (History of Russia); Political Science 32 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203 (Russian Literature in Translation), are recommended.

A comprehensive examination of the Russian language, a special period of Russian literature, and Russian history.

### REQUIREMENTS FOR HONORS

*Honors* in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. *High honors* will be awarded on the basis of further oral examination.

#### 11-12 ELEMENTARY RUSSIAN

Mrs. Pearce and Mr. Schulze

*Five periods a week*

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

#### 21-22 INTERMEDIATE RUSSIAN

Mrs. Pearce

*Four periods a week*

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

\*On appointment at Bryn Mawr College.



## SOCIOLOGY AND ANTHROPOLOGY

Professor A. PAUL HARE, *Chairman*

Visiting Professor EDWARD BATSON†

Assistant Professor WYATT MACGAFFEY

### SOCIOLOGY AT BRYN MAWR

Professor EUGENE V. SCHNEIDER, *Chairman*

Assistant Professor JUDITH R. PORTER

The curriculum in sociology and anthropology is designed to develop the student's understanding of social structure, process, and change in human societies. The subject matter deals with man, his groups, his organizations and his communities.

In the introductory course and in the advanced theory course there is an opportunity to become familiar with past and present theories of social behavior. A further understanding of these concepts can be gained through field experience and by the analysis of concrete cases of interpersonal behavior, organizations, social change, etc. An opportunity to apply and to test these theories is provided in the laboratory courses and research seminars.

A student who wishes a general knowledge of sociology and anthropology can supplement the basic required courses with any of the courses listed below. However, it is also possible to specialize in social psychology, institutional analysis, or anthropology by taking a majority of the courses listed in one of the following sequences:

Social psychology — 16, 22, 23, 37, 43, 44, 62.

Institutional analysis — 14, 20, 21, 25, 26, 30, 46, 63.

Anthropology — 12, 34, 39, 41, 61 as well as Biology 36, Philosophy 39, and Psychology 22.

The attention of students interested in anthropology is drawn to the departmental offerings at Bryn Mawr, Swarthmore, and Penn.

### MAJOR REQUIREMENTS AT HAVERFORD

A major program in sociology and anthropology at Haverford includes courses 11, 31, or 34, 33, 100 and four additional courses in sociology or anthropology.

A comprehensive examination designed to test the student's knowledge as well as his ability to utilize and integrate the subject matter of the behavioral sciences required in the senior year.

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†On appointment first semester, 1968-69.

## REQUIREMENTS FOR HONORS

Candidates for *final honors* in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete one research paper, and to pass the comprehensive examination with distinction.

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|----|--|--|
| 11 | SOCIETY AND THE INDIVIDUAL   | Messrs. Hare and MacGaffey               |
|    | An introductory examination of the nature and significance of group structure and process, highlighting the principal alternative interpretations (e.g., those of Marx, Freud, and Weber) of the bases of social order and effectiveness. The course will focus on classic and contemporary anthropological and sociological concepts and theories useful in the analysis of several contemporary social problems, including mental illness, ethnic relations, political extremism, and social change. Field work in a mental hospital or settlement house will be undertaken. |  |
| 12 | AFRICAN SOCIETY  | Mr. MacGaffey                            |
|    | An introduction to social anthropology through the study of Subsaharan African peoples. Special attention to kinship and economic institutions, relating patterns of exchange to social structure.   |  |
| 14 | AMERICAN SOCIAL STRUCTURE  | Mr. Schneider                            |
|    | Analysis of the structure and dynamics of complex, industrial societies. Examples are drawn from several societies, but major emphasis is on the United States.<br><i>Offered at Bryn Mawr as Sociology 102b.</i>  |  |
| 16 | SOCIAL PSYCHOLOGY  | Mr. Perloe<br><i>(See Psychology 16)</i> |
| 18 | PERSONALITY AND SOCIAL STRUCTURE   | Mr. Schneider                            |
|    | An analysis of the relationships between personality, both deviant and non-deviant, and major elements of the social structure and culture. Several theories linking personality, social structure, and culture will be considered.<br><i>Offered at Bryn Mawr as Sociology 208b.</i>  |  |
| 20 | SOCIOLOGY OF POVERTY   | Mrs. Porter                              |
|    | An analysis of the causes and effects of poverty in the U.S. Issues covered will include the culture of poverty, the effects of poverty on institutions like the family, and the government poverty program. Prerequisite: introductory sociology at Haverford or Bryn Mawr.<br><i>Offered at Bryn Mawr as Sociology 212b.</i>   |  |
| 21 | RACE RELATIONS   | Mrs. Porter                              |
|    | An examination of theories of prejudice and attitude change. The structure of the minority community and its relationship to the majority group will be discussed, with major emphasis placed on analysis of Negro-white relations in the United States. Prerequisite: Sociology 11.<br><i>Offered at Bryn Mawr as Sociology 207a.</i>   |  |

- 22 ANALYSIS OF INTERPERSONAL BEHAVIOR Mr. Hare  
The aim of the course is to improve the student's abilities to observe, analyze, and understand his own behavior and that of others in everyday interpersonal situations. The class constitutes a self-analytic training group in which the student is expected to demonstrate his abilities by effective participation in his group as well as in periodic written analysis. Problems for analysis are drawn from events in the group and from written cases.
- 23 SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR Mr. Batson  
An analysis of the theories and problems of social disorganization and deviant behavior of individuals and groups. Field trips to mental hospitals and prisons.
- 24 SEMINAR IN CONTEMPORARY SOCIAL AND POLITICAL ISSUES  
*(See General Courses, Social Science 24)* Mr. Wehr
- 25 SOCIAL CONFLICT AND NONVIOLENT RESOLUTION Mr. Wehr  
*(See General Courses, Social Science 25)*
- 26 ORGANIZATIONAL ANALYSIS  
An analysis of the operation and evolution of large-scale organizations, especially mental hospitals, schools, political parties, and business firms. The course will examine, in cross-cultural perspective, the sources and consequences of various types of authority and communications systems, goals, sanctions, competition, and innovation. The focus will be on problems of effectiveness, bureaucratization, and the relations among personality, organizational structure, and social context. A field study of a "live" organization will be undertaken.  
*Not offered in 1968-69.*
- 27 AFRICAN SOCIAL STRATIFICATION Mr. Batson  
Findings, methods, and implications of stratification studies in East and Southern Africa. Topics will include concepts, units, biological and socio-cultural bases, and functions of stratification. Illustrations will be drawn mainly from field research in Zanzibar, Rhodesia, Lesotho, and the Republic of South Africa.
- 30 SOCIAL STRATIFICATION Mrs. Porter  
Examination of theoretical and methodological problems in the field of social stratification, with special reference to the relationship between the class structure and the culture and personality systems. The connection between the stratification system and other social institutions, the possibility of class differences in value systems, and the effect of social class membership on socialization and personality development will be among issues considered.  
*Not offered in 1968-69.*  
*Offered at Bryn Mawr as Sociology 205b.*

- 31 SOCIAL RESEARCH AND ANALYSIS Mr. Hare  
Selection, design, and execution of a study on a contemporary social problem with a view toward understanding methods of data gathering and analysis in sociological research. Topics will include the relation between theory and methodology, selection of problems and hypotheses, research strategies, theory of measurement, questionnaire construction, interviewing, elementary social statistics, and models of explanation.
- 32 DATA PROCESSING AND COMPUTER TECHNIQUES Staff  
An advanced course in sociological research methods with emphasis on computer processing of survey data. Students learn to write programs in the FORTRAN computer language and to use basic computer programs for statistical analysis.
- 33 SOCIAL THEORY Mr. Schneider  
Analysis of the theoretical work of several classical and modern thinkers.  
*Offered at Bryn Mawr as Sociology 302a.*
- 34 ANTHROPOLOGICAL RESEARCH METHODS Mr. MacGaffey  
Historical development of research methods in anthropology. Theory of corporate groups. Practical problems in field research and epistemology.
- 37 COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE Mr. Perloe  
(See *Psychology 37*)
- 39 SOCIAL CHANGE IN DEVELOPING AREAS Staff  
An examination of the impact of the drive toward modernization upon traditional social structures. Of special concern will be problems involved in the development of local social, political and economic institutions capable of defining and responding to the material and social needs of rural populations in the United States and other countries. Case materials will be drawn from studies in the Philippines and Africa.
- 41 ANTHROPOLOGY OF RELIGION Mr. MacGaffey  
Contemporary ethnographic work in the field of religion considered in relation to the most important theoretical contributions, particularly those of French authors. A knowledge of French is helpful but not essential.
- 43 SOCIOLOGY OF SMALL GROUPS Mr. Hare  
Theoretical and experimental analysis of the structure and process of interaction in small discussion, therapy, or work groups. The effects of variables such as leadership, group size, members' personalities, and the communication network will be examined. Class members will conduct and observe experimental groups in the laboratory and use the computer to simulate observed interpersonal behavior.

**44 THE DRAMATURGICAL APPROACH TO SOCIAL INTERACTION**

An extension of dramaturgical theory to the analysis of interpersonal behavior and mass communication. The course will examine, in cross-cultural perspective, such topics as styles of presentation of self in everyday life, role playing and rehearsal, the dialectic of role development, sources and consequences of societal heroes, villains, and fools, the dramatic structure of social encounters, and the significance of comedy and tragedy.

*Not offered in 1968-69.*

**46 SOCIOLOGY OF RELIGION**

Mrs. Porter

Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis will be placed on the connection between religious systems and secular culture and social structure. Among topics considered will be the role of religion in social change, the connection between religious and secular values, and the relation between religion and the personality system. Prerequisite: Sociology 11.

*Not offered in 1968-69.*

*Offered at Bryn Mawr as Sociology 209b.*

**50 SEMINAR IN CONTEMPORARY SOCIAL AND POLITICAL ISSUES**

Mr. Wehr

Interested students together with a faculty member will select the topic for study in advance of the term and will design the approach, develop a bibliography, and suggest relevant resource persons. The criteria for selection of topics will be student and faculty interest and relevance to the current social-political scene. Options might range from an examination of the imperatives for structural change in American social and political institutions to an exploration of definition of self in a world of violence. Enrollment limited. Prerequisite: permission of instructor and a social science course above the introductory level.

**61 SEMINAR IN POLITICAL ANTHROPOLOGY**

Mr. MacGaffey

Selected topics in the comparative study of government and law, including insurrectionary phenomena such as revolution, rebellion, and messianism.

**62 RESEARCH SEMINAR ON SOCIAL INTERACTION**

Participation in designing and conducting research on social interaction either in the laboratory or in a natural setting.

**63 RESEARCH SEMINAR ON URBAN PROBLEMS**

Staff

Field research in surrounding communities on problems of poverty and racial tensions, political pressure groups, and related aspects of the urban setting.

**81, 82 PROJECT AND READING COURSES**

Staff

Research papers and reading courses on special topics based upon the individual interests of advanced students. Prerequisite: approval of a research or reading proposal by the department.

**100 SENIOR DEPARTMENTAL STUDIES**

Staff

Collaboration with staff in designing a course in the social sciences at the high school level and teaching a tutorial group. Seminar discussions of teaching experiences and problems in the sociology of education. Required of majors and open to others with the permission of the instructors.

**SPANISH**

(See Romance Languages)

## ARTS AND SERVICE PROGRAM

The faculty of Haverford College adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

Every student is required to take eight terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that five of these terms be taken in physical education. Freshmen must take non-academic work all three terms and must take physical education in the fall term. Upon satisfactory completion of the fall term in physical education, freshmen may petition the Non-Academic Programs Committee for permission to take one of the remaining terms in the Arts and Service Program. Thus, freshmen must take a minimum of two terms of physical education and may petition for Arts and Service work only if they satisfactorily complete the fall term of physical education. Sophomores and juniors are required to take two terms of non-academic work, at least one of which must be in physical education. The student may schedule the appropriate remaining term of non-academic work as he sees fit. Because of the flexibility in scheduling non-academic work, the Non-Academic Programs Committee will consider requests to postpone fulfillment of the requirement only in unusual circumstances. Fulfillment of the requirement means satisfactory completion of three terms of non-academic work, at least two of which are in physical education, by the end of the freshman year; satisfactory completion of five terms, at least three in physical education, by the end of the sophomore year; satisfactory completion of seven terms, at least four in physical education, by the end of the junior year; and satisfactory completion of all eight terms, of which five are in physical education, by graduation. A student who receives an Unsatisfactory in any term must take appropriate non-academic work every term until he is caught up in the requirements.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less important than the other, but because in the opinion of the faculty the two kinds of work are different and should not be equated.

A student wishing to receive Arts and Service credit for any supervised activity outside the specific programs listed below, must apply in advance to the Non-Academic Programs Committee. His petition must outline in detail the activity, and propose an acceptable means for evaluating his accomplishment. Although students are urged to diversify by taking different courses in the Arts and Services Program, the Non-Academic Programs Committee will consider petitions requesting credit for another term for continuing in an activity.

#### APPLIED MUSIC

Mr. Reese

*Three and a half hours a week*

Students may receive Arts and Service credit for serious and purposeful study of a musical instrument or voice. The study will be at the student's expense. To receive credit for any term the student must study with an instructor approved by the Chairman of the Music Department and who will remain in contact with the Department. The student will fulfill an aggregate of at least one half-hour lesson a week and three hours of practice covering the corresponding time of each physical education term — fall, winter or spring.

#### COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Upon petition in advance to the Non-Academic Programs Committee arrangements are made for scheduled activities such as Boy Scout and YMCA leadership, volunteer service in weekend workcamps, the Haverford State Hospital, penal institutions, etc.

#### GLASS BLOWING

Mr. Kusel

*Three hours a week*

A course in basic glass blowing. A minimum of four students and a maximum of six. Offered in the fall term.

#### MACHINE-TOOL WORK

*Three hours a week*

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

#### MODELING AND SCULPTURE

Mr. Dioda

*Three hours a week*

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

**PAINTING AND GRAPHIC ARTS**

Mr. Janschka

*Three hours a week*

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

**PHOTOGRAPHY***Three hours a week*

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

**RADIO COMMUNICATION**

Mr. Benham

*Three hours a week*

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

**READING AND RECORDING FOR THE BLIND** Messrs. Benham and Butman*Three hours a week*

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

**THEATER ARTS—MOVEMENT ON THE STAGE**

Mr. Butman

*Three hours a week*

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

**THEATER ARTS—SPEAKING ON THE STAGE**

Mr. Butman

*Three hours a week*

A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.

**TUTORIAL**

Mrs. D'Andrea

Students will be assigned to neighborhood children who are in need of aid in academic subjects through the Haverford Tutorial Project. The emphasis is on individual attention to the child's specific needs.



**STUDENT  
SERVICES  
AND  
ACTIVITIES**



## HEALTH PROGRAM

The Haverford College health program is under the direction of the College physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. Also available to all College students by appointment at the College Infirmary, is a qualified psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The College nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. A report of this examination, on a form supplied by the College and signed by the student's physician, must be submitted to the College physician not later than October 1 each year. Follow-up examinations are given when indicated by the College physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest X-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and emergency service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and X-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$5 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000, for each accident. The expenses covered include X-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students (see page 40).

## STUDENT GOVERNMENT

The Students' Association is made up of all undergraduates at Haverford College. The College has delegated to the Students' Association — and the Association has accepted — the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. It manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the unit fee.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The president represents the student body before the Board of Managers, the College administration, and the faculty, serving both as liaison officer and as executive.

## HONOR SYSTEM

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor system stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the College community.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

*"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."*

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the honor system: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student

is pledged to report the matter to the Students' Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

There are several ways in which the honor system contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a College. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the College.

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the College itself, depends upon his willingness to give it his complete support.

Because of the honor system, students at Haverford can schedule their own midyear and final examinations within the period of time set aside for them. The inequities which result when the examination schedule is arranged impersonally are thus eliminated. The system is administered by a student committee cooperating with the Registrar, and is perpetuated by serious student commitment to academic responsibility and the honor system.

## STUDENT ORGANIZATIONS AND COMMITTEES

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theatre, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the College, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's college is planned each year, sometimes including a concert tour during spring vacation. The club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) is open to qualified singers who are members of the College Glee Club.

THE RADIO CLUB operates the College radio station, WHRC, which broadcasts to both the Bryn Mawr and Haverford campuses. Members of the club arrange programs, operate the station, and build or buy necessary equipment. The studios are located in the Union building.

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the College through athletics.

THE SOCIAL ACTION COMMITTEE unites all civil rights, civil liberties, peace, and other social movements under a single organization.

AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciaux) is an international student organization with chapters in 26 countries. Its purpose is to place students in foreign countries during the summers in order that they may experience different cultural surroundings along with some practical business experience.

THE SOCIAL COMMITTEE plans for mixers, weekends, and trips.

THE COMMUNITY RELATIONS COMMITTEE secures good public relations with the area through tutoring and recreation programs.

THE CUSTOMS COMMITTEE is in charge of introducing the freshmen to the College in September.

THE CAMPUS CULTURE COMMITTEE publishes a listing of Philadelphia area cultural events, organizes trips to museums, plays, and opera in New York and Philadelphia, and directs the Student Ticket Agency (STAGE) for discount orchestra and theatre tickets.

## **STUDENT PUBLICATIONS**

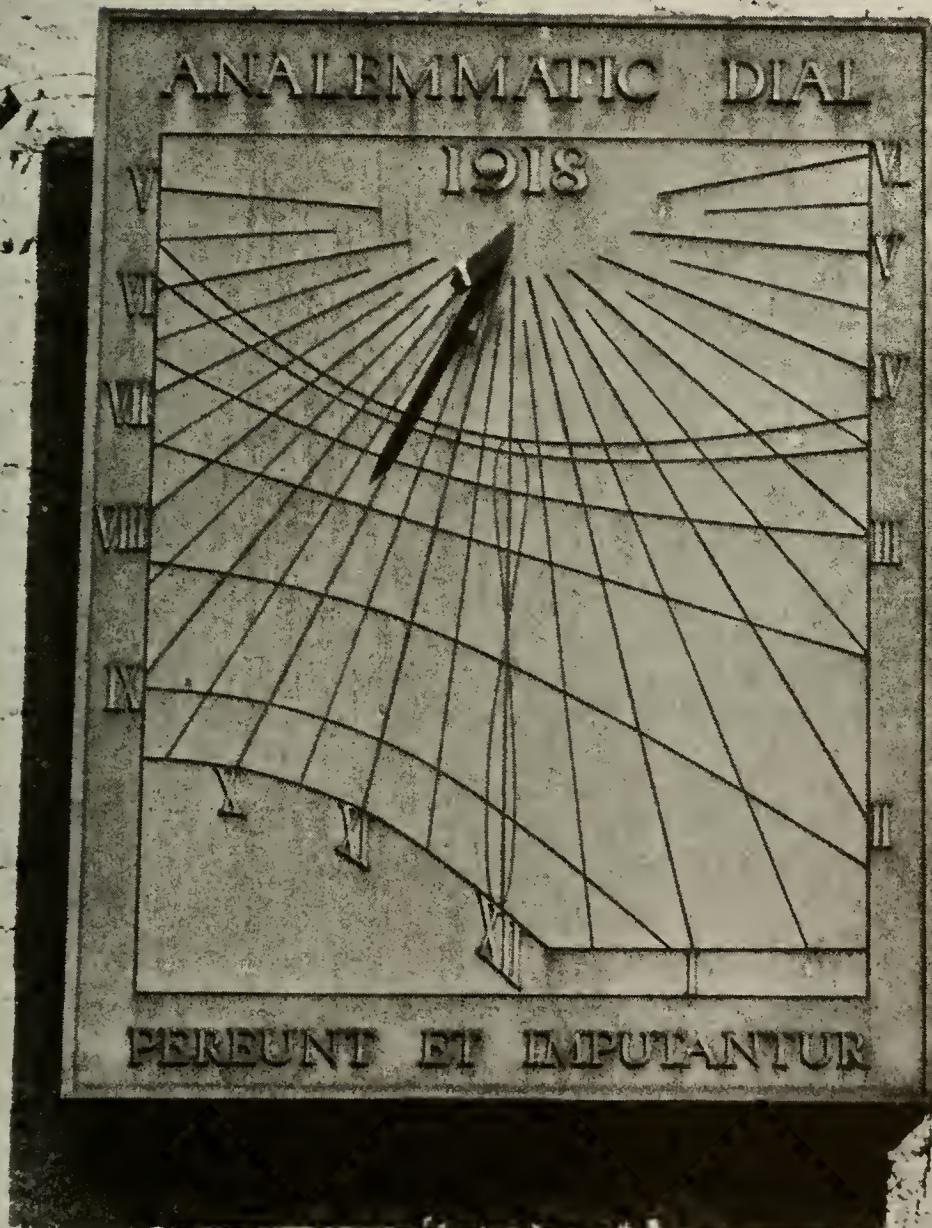
THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD, the College yearbook, is published annually by the senior class, with the financial support of the Students' Association.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is normally published twice a year.

**FELLOWSHIPS,  
SCHOLARSHIPS  
AND  
PRIZES**



## **ENDOWED FELLOWSHIPS FOR HAVERFORD GRADUATES**

**CLEMENTINE COPE FELLOWSHIPS**, established in 1899 by Clementine Cope, granddaughter of Thomas P. Cope, member of the Board of Managers from 1830 to 1849.

These fellowships are to "assist worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers."

First and Second Cope Fellows are nominated by the faculty, and selected by the Board of Managers. Individual stipends, not to exceed \$1,000, are determined by the Board.

Letters of application, accompanied by relevant statements of extra-curricular activities, must be in the hands of the President by March 1.

**AUGUSTUS TABER MURRAY RESEARCH FELLOWSHIPS**, established in 1964 by two anonymous friends "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College of the Class of 1885."

These fellowships are for further study in English literature or philology, the classics, or German literature or philology, in other Institutions, toward the degree of Doctor of Philosophy or its future equivalent.

Only unmarried students are eligible. Further considerations are the candidate's promise of success in graduate work and the availability of other financial assistance in his proposed field of study.

Usually one Augustus Taber Murray Research Fellow is nominated by the faculty, on recommendation of the Committee on Honors and Fellowships. Individual stipend is \$900. The same student may be awarded the fellowship for two or three years.

Letters of application must be in the hands of the President by March 1.

## **ENDOWED SCHOLARSHIPS**

*(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)*

**1890 MEMORIAL SCHOLARSHIP FUND** — Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the College to a deserving student.

**M. A. AJZENBERG SCHOLARSHIP FUND** — Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

**JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS** — Scholarships, awarded at the discretion of the faculty to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need.

**CAROLINE CHASE SCHOLARSHIP FUND** — Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time President of the College. This fund is an expression of Thomas Chase's enthusiastic appreciation for its high standards of scholarship in Greek, Latin, and English literature.

**CLASS OF 1904 SCHOLARSHIP FUND** — Established June 4, 1954, in commemoration of the 50th Anniversary of the Class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

**CLASS OF 1912 SCHOLARSHIP FUND** — The fund was given in commemoration of the 50th Anniversary of the Class of 1912. The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student.

**CLASS OF 1913 SCHOLARSHIP** — One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

**CLASS OF 1917 SCHOLARSHIP** — One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the College.

**CLASS OF 1936 SCHOLARSHIP FUND** — Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction.

**W. W. COMFORT FUND** — This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving College, repay to the fund the amount which he received while an undergraduate.

**J. HORACE COOK FUND** — Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, one to be awarded each year so that there will be a student in each class receiving his tuition from this fund.

**HOWARD M. COOPER SCHOLARSHIP** — Upon her death, on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Preparative Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a life-long member.

**THOMAS P. COPE SCHOLARSHIP** — One scholarship.

**DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP** — One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

**KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP** — Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry, and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership, and character. At least one scholarship will be given each year with a maximum grant of \$1000. The actual amount of the stipend will be determined by the financial need of the candidate.

**JONATHAN AND RACHEL COPE EVANS FUND** — Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans, one half of the income of this fund is to be used for scholarships.

**The F of x SCHOLARSHIP** — Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed professor of mathematics at the College from 1900 to 1934. His will provides that the scholarship is to be known as The F of x Scholarship. The scholarship is to be awarded to a student in the sophomore, junior, or senior class who has successfully completed the freshman course in mathematics at Haverford College, who has shown a real interest in mathematics and who has given promise for the future of his work in that subject.

**CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP** — One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other College expenses of worthy, needy students.

**ELIHU GRANT MEMORIAL SCHOLARSHIP FUND** — Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the College faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects. In special circumstances the income may be utilized to assist those working for a postgraduate degree at Haverford College.

**ROY THURLBY GRIFFITH MEMORIAL FUND** — Established in June 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith of the Class of 1919. The income from this fund is to be awarded as a scholarship by the College, preference to be given to boys who have no father and who are in need of financial assistance.

**SAMUEL E. HILLES MEMORIAL SCHOLARSHIP** — One scholarship.

**SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND** — Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles; to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create; to be awarded by the Managers to needy and deserving students; and to be known as Sarah Tatum Hilles Memorial Scholarships.

**ISAAC THORNE JOHNSON SCHOLARSHIP** — One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

**MARY M. JOHNSON SCHOLARSHIP** — One scholarship.

**JACOB P. JONES ENDOWMENT FUND** — This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

**RICHARD T. JONES SCHOLARSHIP** — One scholarship.

**RUFUS MATTHEW JONES SCHOLARSHIP FUND** — Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from any who might be interested.

**GEORGE KERBAUGH SCHOLARSHIP** — This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, Class of 1910, who headed the efforts of the Triangle Society to provide additional stands for Walton Field.

George Kerbaugh's many services to the College include his chairmanship of the committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

**C. PRESCOTT KNIGHT, JR. SCHOLARSHIP** — Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

**MORRIS LEEDS SCHOLARSHIPS** — Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

**MAX LEUCHTER MEMORIAL SCHOLARSHIP** — Established in December 1949, in memory of Max Leuchter, father of Ben Z. Leuchter of the Class of 1946. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

**ARCHIBALD MACINTOSH SCHOLARSHIP FUND** — This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes.

**JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP** — One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

**SARAH MARSHALL SCHOLARSHIP** — One scholarship.

**CHARLES McCAUL FUND** — Established in 1951 by Mary N. Weathery. One or more scholarships which shall be awarded to students who show special interest in the field of religion and the social sciences.

**WILLIAM MAUL MEASEY TRUST** — Established in 1952 by William Maul Measey, a friend of the College, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

**J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP** — One scholarship, intended for the member of the freshman class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900 — “a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living.”

**W. LaCOSTE NEILSON SCHOLARSHIP** — Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

**SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY** — Established in 1963 for a resident of the New York area who is a member of the freshman class.

**PAUL W. NEWHALL MEMORIAL SCHOLARSHIP** — One scholarship.

**INAZO NITOBE SCHOLARSHIP FUND** — Established in November, 1955, under the will of Anna H. Chace, the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship.

**THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND** — The fund was established in October 1966 by a gift from Paulina A. Padín in memory of her husband, Dr. José Padín, of the Class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of the scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the College. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country.

**LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP** — This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the President of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

**READER'S DIGEST FOUNDATION SCHOLARSHIP FUND** — This fund was established in July 1965 by a grant of \$2500 from the Reader's Digest Foundation, and substantially increased in 1966 and 1967. The income only is to be used for scholarship purposes.

**SCOTT AWARD** — Established in 1955 by the Scott Paper Company Foundation. A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the sophomore class.

**GEOFFREY SILVER MEMORIAL SCHOLARSHIP** — One scholarship, available to a public school graduate in this general area who may enter Haverford.

**DANIEL B. SMITH SCHOLARSHIP** — One scholarship, awarded in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply.

**JONATHAN M. STEERE SCHOLARSHIP FUND** — Established in December, 1948, by Jonathan M. Steere of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, R. I., who shall be a member of the Society of Friends.

**SUMMERFIELD FOUNDATION SCHOLARSHIP FUND** — Established in February, 1956. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

**WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP** — Founded in 1949 in memory of William Graham Tyler of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

**A. CLEMENT WILD SCHOLARSHIP** — Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

**ISAIAH V. WILLIAMSON SCHOLARSHIP** — Three scholarships, usually awarded to members of the senior and junior classes.

**CASPAR WISTAR MEMORIAL SCHOLARSHIP** — One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

**GIFFORD K. WRIGHT SCHOLARSHIP FUND** — Established in December, 1955, in memory of Gifford K. Wright of the Class of 1893.

**EDWARD YARNALL SCHOLARSHIP** — One scholarship.

**ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS** — Two or more scholarships, preference to be given to a native of New York or Connecticut who now resides in one of those states.

### **PRIZES AND AWARDS**

**ALUMNI PRIZE FOR COMPOSITION AND ORATORY** — A prize of \$50 was established by the Alumni Association in 1875 to be awarded annually for excellence in composition and oratory. Competition is open to freshmen and sophomores, but the same man may not receive the prize twice. The competition for this prize is administered by the Department of English.

**JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING** — A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on Honors and Fellowships, for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

**CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS** — Two prizes of \$10 each, in books, to be known as the Class of 1896 Prizes in Latin and Mathematics, were established by the bequest of Paul D. I. Maier

of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

**LYMAN BEECHER HALL PRIZE IN CHEMISTRY** — A prize of \$100 was established by the Class of 1898 on the 25th Anniversary of its graduation, in honor of Lyman Beecher Hall, Professor of Chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

**CLASS OF 1902 PRIZE IN LATIN** — A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

**DEPARTMENT PRIZE IN MATHEMATICS** — A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is held annually on the first Monday after the spring recess, and is open to freshmen only.

**ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES** — These have been combined into a single competition offering three awards of \$400, \$200 and \$100 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the President of the College. Prizes will not be awarded, if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

**PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE** — A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

**SCHOLARSHIP IMPROVEMENT PRIZES** — A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the President of the College, show the most steady and marked improvement in scholarship during their college course.

**FOUNDERS CLUB PRIZE** — A prize of \$25 is awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward College activities and scholastic work.

**S. P. LIPPINCOTT PRIZE IN HISTORY** — A prize of \$100 is offered annually for competition in the Department of History under the following general provisions:

*First* — Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the Department of History.

*Second* — The prize shall not be awarded twice to the same student.

*Third* — The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

*Fourth* — An essay of not less than 5000 words, written in connection with course or *honors* work in history, or independently of course work, treating a subject selected with the approval of a member of the History Department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the Registrar not later than May 1.

**NEWTON PRIZE IN ENGLISH LITERATURE** — A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of *final honors* in English, provided that the work of the leading candidate, in the judgment of the English Department, merits this award.

**WILLIAM ELLIS SCULL PRIZE** — A prize of \$50, established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the upper-classman who shall have shown the greatest achievement in voice and in the articulation of the English language. This prize is administered by the Department of English.

**GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS** — A prize of \$50 in memory of Dr. George Peirce, Class of 1903, is offered annually to a student of chemistry or mathematics who has shown marked proficiency in either or both of these studies and who intends to follow

a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference. The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

**EDMUND J. LEE MEMORIAL AWARD** — Classmates of Edmund Jennings Lee, Class of 1942, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The award is to be used in continuing to render such service.

**WILLIAM W. BAKER PRIZE IN GREEK** — A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given in the study of Greek, and is administered by the Classics Department.

**KURZMAN PRIZE IN POLITICAL SCIENCE** — A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

**HAMILTON WATCH AWARD** — A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

**JOHN G. WALLACE CLASS NIGHT AWARD** — A silver cup to be awarded annually to the best actor in the Class Night performances.

**PRIZES FOR EXCELLENCE IN THE FRENCH LANGUAGE** — The French Department may recommend to the Committee on Honors and Fellowships, the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

**THE VARSITY CUP** — An award given to the member of the Senior Class who excels in leadership, sportsmanship, and athletic ability.

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**HAVERFORD  
COLLEGE  
ATHLETICS  
1967-1968**

**PHOTOGRAPHS:**

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**Theodore B. Hetzel**

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VARSITY CUP

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		Vincent A. Trapani ....	'69

### ADA STEFFAN WRIGHT CUP Samuel S. Porrecca

### ALUMNI VARSITY CLUB AWARD Samuel S. Porrecca

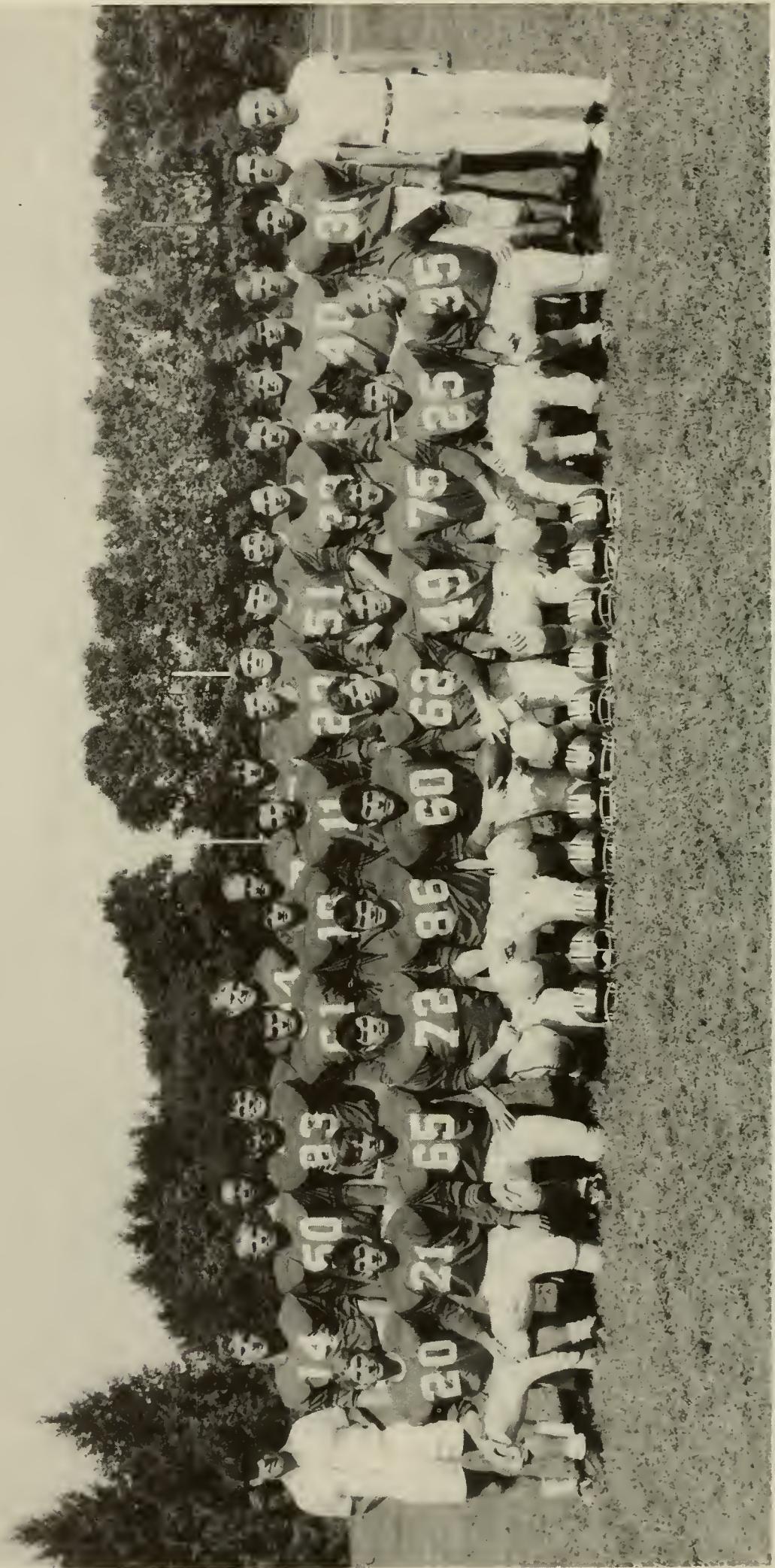
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Won: 2

Lost: 5

FOOTBALL



Back: S. O. Bailey; R. Mong; K.A. Hicks; R.M. Herron; J.E. Alcock; C. Colvin; S.J. Murnhy; W.R. Hobson;  
W.P. Bickley; E.J. Prudente; (Line Coach)

Second: D.W. Swan (Head Coach); W.P. Loesche; L.E. Birdzell; A.W. Stokes; F.A. Santoro; A.S. Tucker;  
J.M. Sachs; D.W. Evans; E.M. Sieener; J.D. Myers; B.R. Froehike; W.M. Yates; H.S. Rivera;  
R.O. Morsch (Trainer)

Front: J.R. Gleeson; S.S. Porecca; J.H. Fust; V.S. Tranant; B.J. Craig; L.S. Root; J.B. Ritter; G. Newman;  
M.A. Kamarcik; W.S. Malone; B.G. Coleman

## FOOTBALL (Continued)

### AWARDED FOOTBALL NUMERALS

Robert A. Bohrer .....	'71	Steven E. Miller .....	'71
Barry B. Coleman .....	'71	Wayne S. Marge .....	'71
Paul J. Herrmann .....	'71	Henry S. Rivera .....	'71
		Craig S. Saxon ....	'69

### STATISTICS

#### Rushing

	<u>Times Carried</u>	<u>Yards Gained</u>	<u>Yards Lost</u>	<u>Net Gained</u>	<u>Average Carry</u>
Porrecca .....	108	536	60	476	4.4
Batzell, P. ....	90	300	24	276	3.1
Sachs .....	24	31	94	-63	-2.6
Myers .....	23	71	15	56	2.4
Gleeson .....	12	33	15	18	1.5
Evans .....	10	12	12	0	0.0
Loesche .....	6	2	22	-20	-3.3
Batzell, S.....	4	6	1	5	1.3
Coleman .....	1	2	0	2	2.0
Saxer .....	1	0	11	-11	-11.0

#### Forward Passing

	<u>Attempts</u>	<u>Comp.</u>	<u>% Comp.</u>	<u>Yards Gained</u>	<u>Had Intercep</u>
Sachs .....	101	49	.486	502	8
Porrecca .....	50	11	.220	70	6
Loesche .....	5	3	.600	23	0

#### Pass Receiving

	<u>No. Caught</u>	<u>Yards Gained</u>	<u>Points Scored</u>
Hicks .....	24	185	6
Batzell, P..	8	123	12
Gleeson ....	8	50	0
Porrecca ...	5	93	6
Batzell, S..	5	64	6
Mong .....	7	23	0
Myers .....	2	4	0
Evans .....	1	1	0
Bickley ....	1	32	6
Froehlke ...	1	13	0
Stokes .....	1	7	0

## FOOTBALL (Continued)

### Punting

	<u>No. Punts</u>	<u>Yards Gained</u>	<u>Average</u>
Hicks .....	41	1164	28.4
Sachs .....	13	413	31.8
Saxer .....	5	151	30.2
Alcock .....	1	30	30.0

### Scoring

TDs	<u>PAT Attempt</u>			<u>PAT Made</u>			<u>Points Scored</u>
	<u>Pass</u>	<u>Run</u>	<u>Kick</u>	<u>Pass</u>	<u>Run</u>	<u>Kick</u>	
Porrecca	6	2	-	-	-	-	36
Batzell, P.	3	-	-	-	-	-	18
Hicks	1	3	-	-	3	-	12
Batzell, S.	1	1	-	-	1	-	8
Bickley	1	-	-	-	-	-	6
Sacks	-	1	-	5	-	-	2

### Team Totals

	<u>Net Gain Rushing</u>	<u>Net Gain Passing</u>	<u>Total Offense</u>	<u>Points Scored</u>
Haverford	682	595	1277	82
Opponents	1766	1039	2804	285



SAMUEL S. PORRECCA  
Ada Steffan Wright Cup  
and  
Alumni Varsity Club Award

## SOCCER

Co-Captains:	ALAN C. SERVETNICK .....	'68
	GLENN F. SWANSON .....	'68
Manager:	CHRISTOPHER L. DEMATATIS .....	'70
Co-Captains Elect:	STANLEY A. JAROCKI .....	'69
	ERIC O. SMITH .....	'69
Coaches:	JAMES MILLS .....	Varsity Coach
	JOHN A. LESTER, JR., .....	J.V. Coach

### AWARDED SOCCER "H"

Renner S. Anderson .....	'68	Arthur D. Newkirk .....	'69
Amos H. C. Chang .....	'68	Harry Ottinger, III .....	'68
Aruneshwar Das .....	'70	Alan C. Servetnick .....	'68
Bruce C. Iacobucci .....	'70	Eric O. Smith .....	'69
Robert Ihrie, Jr. ....	'70	Jeffrey L. Speller .....	'70
Stanley A. Jarocki .....	'69	Glen F. Swanson .....	'68
Steven S. Jones .....	'71	James H. Taylor .....	'71

### HAVERFORD COLLEGE SOCCER TROPHY

Glenn F. Swanson '68

### AWARDED VARSITY NUMERALS

John A. Lewis .....	'71	Bruce E. Ridley .....	'71
		Arthur M. Rolfe ....	'71

### SEASON RECORD

Haverford .....	0	Pennsylvania .....	3
Haverford .....	2	*F & M .....	0
Haverford .....	0	Princeton .....	5
Haverford .....	3	*Moravian .....	2
Haverford .....	5	*Ursinus .....	0
Haverford .....	4	*Lehigh .....	3
Haverford .....	0	*Dickinson .....	1
Haverford .....	2	*Muhlenburg .....	4
Haverford .....	0	*Drexel .....	3
Haverford .....	0	*Stevens .....	1
Haverford .....	0	*Swarthmore .....	2

Season:	Won 4	Lost 7
*League:	Won 4	Lost 5



### SOCER

Back: B.C. Iacobucci; C.J. Scott; G.R. Strohl; B.E. Ridley; A.M. Irving; C. Laquer; J.H. Taylor; A.D. Newkirk; C.C. Dematatis

Second: S.S. Jones; R.T. Sataloff; D.F. Berry; J.A. Speller; J.A. Dickinson; R. Ihrie; S.A. Jarocki E.O. Smith; J.A. Lester (J.V. Coach)

Front: James Mills (Head Coach); D.H. Foster; J.A. Lewis; R.S. Anderson; G.F. Swanson; A.C. Servetnick; A.H.C. Chang; H. Ottinger; A. Das; R.O. Morsch (Trainer)



## SOCCER (Continued)

### INDIVIDUAL SCORING

Stanley A. Jarocki .....	7
Steven S. Jones .....	4
Eric O. Smith .....	3
Alan C. Servetnick .....	1
Aruneshwar Das .....	1

### AWARDED JUNIOR VARSITY NUMERALS

Bartels, Andrew H. ....	'71	Lightbody, Richard .....	'69
Berry, Donald F. ....	'71	Lister, Eric D. ....	'70
Dickinson, Joseph A. ....	'70	Reagan, Robert R. ....	'71
Hurd, Hollis T. ....	'71	Sargent, John .....	'69
Irving, Andrew M. ....	'70	Scott, Christopher .....	'71
Lanson, Gerald F. ....	'71	Silberling, Stephen .....	'71
Laquer, Christopher ....	'71	Strohl, G. Ralph .....	'70
		Yager, David C. ....	'71

### JUNIOR VARSITY SEASON RECORD

Haverford .....	0	Princeton .....	2
Haverford .....	0	Penn Frosh .....	8
Haverford .....	1	Westtown .....	3
Haverford .....	1	Drexel .....	0
Haverford .....	1	Pennsylvania J.V.....	4
Haverford .....	3	Ursinus .....	2
Haverford .....	1	Haverford School .....	3
Haverford .....	0	Swarthmore .....	6

Won 2

Lost 6

CROSS COUNTRY

Captain:	SILAS LITTLE, III .....	'68
Manager:	ADAM BLISTEIN .....	'71
Captains Elect:	STEPHEN M. ROLFE .....	'69
	ROBERT S. WHITE .....	'69
Coach:	FRANCIS E. DUNBAR	



CROSS COUNTRY

Back:	W.A. Hutchins; J.N. Walker; B.W. Hastings; A.M. Woodward; C. Grunfeld
Second:	A.D. Blistein; M.J. O'Leary; R.K. Gifford; S.M. Rolfe; H.D. Mason; Francis E. Dunbar (Coach)
Front:	R.S. White; R.B. Crawford; S. Little; G.L. Bollinger; K.E. Langley



SILAS LITTLE, III  
Alumni Varsity Club Award



RICHARD B. CRAWFORD  
Haddleton Award

No. meets scored in	11	11	10	8	6	5	5	0	0	0	0	0	0
No. meets particip.	11	11	10	11	11	11	5	5	0	11	8	6	4
Total Points	28	30	36	60	44	33	22	0	0	0	0	0	0
Swarthmore	3	1	4	0	8	-	0	0	0	0	0	-	-
Muhlenberg	2	1	3	5	4	0	-	0	0	0	0	-	-
Ursinus	3	1	4	11	10	0	-	0	0	0	0	-	-
Dickinson	2	1	-	8	7	9	-	0	0	0	0	-	-
Lehigh	4	5	7	6	10	0	-	0	0	0	0	-	-
Albright	1	2	4	3	5	0	-	0	0	0	0	-	-
Drexel	3	1	2	0	0	0	-	0	0	0	0	-	-
J. Jopkins	3	1	2	0	0	0	-	0	0	0	0	-	-
Rider	2	5	3	9	0	7	4	0	0	0	0	-	-
P.M.C.	3	6	4	0	0	0	5	0	0	0	0	-	-
F & M	2	(10)	3	8	0	0	5	0	0	0	0	-	-
	24	28	23	17	18	15	32	27	29	15	25		
	32	27	32	42	39	50	23	28	28	50	30		

CROSS COUNTRY

\* Silas Little, III '68  
 \* Richard B. Crawford '71  
 \* Galen L. Bollinger '68  
 \* Albert M. Woodward '70  
 \* Robert S. White '69  
 \* Keith E. Langley '69  
 \* Brian W. Hastings '71  
 \* Denning H. Mason '69  
 \* Stephen M. Rolfe '69  
 n Joseph N. Walker '70  
 n Maurice J. O'Leary '70  
 \* Robert K. Gifford '68  
 n William A. Hutchins '70  
 Carl Grunfeld '68  
 n Adam D. Blinstein '71

HAVERFORD

## Opponents

\* Letter winners  
n Numeral winners

( ) Displaced  
Points indicate finishing position

BASKETBALL

TOTAL PTS.		291	19	19
Swarthmore		25	24	22
Moravian		24	13	10
Drew °		25	14	10
P. M. C.		25	14	200
Swarthmore		24	12	13
F & M		31	10	172
P. M. C.		31	13	7
Drexel		18	12	13
Dickinson		12	14	147
Muhlenberg		11	10	12
Ursinus		7	5	8
Stevens		24	15	9
Del. Valley		17	16	9
Pharmacy °		17	9	13
Ursinus		24	15	13
Johns Hopkins	9	13	12	143
	9	6	5	4
	11	9	12	-
	5	2	7	-
	12	20	8	-
	12	12	12	-
	2	14	21	-
	1	4	8	-
	0	2	0	-
	2	-	-	-
	14	2	-	-
	2	-	-	-
	0	-	-	-
	71	68	81	29
	79	83	70	22
	99	86	63	10

HAVERFORD  
Opponents

Won:	4
Lost:	12

David M. Esno.....'71  
John D. Hayden, Jr.....'71  
Andrew Lowry.....'71

James H. Taylor.....'71  
Thomas W. Weisman.....'69

Awarded Junior Varsity Numerals  
Robert Mong.....'71  
Ronald B. Norris.....'71  
Daniel Rice.....'70

\* Letter winner  
n Varsity numerals

° Non-league game

BASKETBALL

Cantain:	Stanley A. Jarocki .....	'69
Manager:	Charles S. Whitmore .....	'70
Co-Cantains Elect:	Stanley A. Jarocki .....	'69
	Kenneth C. Edgar .....	'69
Coaches:	Ernest J. Prudente .....	Head Coach
	Warren K. Horton .....	Assistant Coach



BASKETBALL

Back: E.J. Prudente (Head Coach); J. Davidson; A.D. Newkirk; M. Barnett; R.O. Morsch (Trainer)

Second: S.O. Bailey; D.B. Thomoson; F.P. Engel; B. Iacobucci; W.K. Horton (J.V. Coach)

Front: D. Berg; K.C. Edgar; S.A. Jarocki; R.G. Lyon



Francis P. Engel  
Bennett S. Cooner  
Basketball Trophy

## BASKETBALL (Continued)

### COLLEGE RECORDS

#### TOTAL POINTS - CAREER (1942 to date)

	No. of Games	Total Points	Av. per Game
Philip D'Arrigo, '56	56	1300	23.2
George Montgomery, Jr., '46	27	607	22.5
Lawrence T. Forman, '60	65	1020	15.7
Hunter R. Rawlings, III '66	62	879	14.2

#### MOST POINTS - ONE GAME (1954 to date)

	vs.	Date	Score	Pts.
Philip D'Arrigo, '56	Delaware	2-18-56	115-89	52
Philip D'Arrigo, '56	P. M. C.	2-15-56	132-91	48
Philip D'Arrigo, '56	Drew	12-17-54	91-40	41

#### TOTAL REBOUNDS - CAREER (1954 to date)

	No. of Games	Total Rebounds	Av. per Game
Wm. V. Dorwart, Jr., '63	49	786	16.0
Hunter R. Rawlings, III '66	62	839	13.5
Thomas M. DelBello, '61	49	594	12.1
Lawrence T. Forman, '60	49	429	8.8

#### MOST REBOUNDS - ONE GAME (1957 to date)

	vs.	Date	Score	Reb.
Wm. V. Dorwart, Jr., '63	Swarthmore	2-10-62	84-71	30
Martin G. Weigert, '58	Ursinus	2-12-58	62-50	28
Francis P. Engel '68	Muhlenberg	1-31-68	65-70	27
Hunter R. Rawlings, '66	Swarthmore	2-5-66	78-60	25
Thomas M. Del Bello, '61	P. M. C.	1-6-60	52-64	22

## FENCING

Captain:	RICHARD PAPPAS .....	'69
Manager:	JAMES F. MULLOOLY .....	'68
Captain Elect:	RICHARD PAPPAS .....	'69
Manager Elect:	STEPHEN E. BARTON .....	'71



## FENCING

Back: J.F. Mullooly; M.A. Zabludoff; W.S. White; M.J. Pryor; F.J. Honeymeyer; N.J. Miller; R.H. Gordon (Coach)  
Front: R.C. Pappas; M.C. Lindsey; A.P. Cohen; S.W. Cropper

AWARDED JUNIOR VARSITY NUMERALS

Allan P. Cohen.....	'69
Stephen W. Cropper.....	'69
Speros T. Stravrakos.....	'71
W. Stanley White.....	'69
Mark A. Zabludoff.....	'71

\*Letter winner

### n Numerals winner

WRESTLING

Captain: TIMOTHY L. LOOSE ..... '68  
Captains Elect: TIMOTHY B. GOLDING ..... '69  
DOUGLAS R. ROSS ..... '69  
Coach: FREDERICK W. HARTMAN



WRESTLING

Back: W.R. Hobson; C.S. Colvin; T.B. Golding; D.S. Will  
Second: M.E. Snyder; B.E. Ridley; W.M. Yates; D.A. Hart; A.J. Pritchard  
Front: J.M. Barbis; D.L. Thomas; T.L. Loose; D.R. Ross; F.W. Hartmann (Coach)



TIMOTHY L. LOOSE  
Allan C. Hale Award

## WRESTLING

Meets particip.	Average points	Points			W	L	T
		W	L	T			
Swarthmore	4.0	3-0	8	1	9		
Wagner	3.5	3-0	8	0	8		
E. Baptist	3.4	5-0	5-0	-	7	2	
P. M. C.	2.1	5-0	5-0	0-3	5	4	
Albright	3.6	5-0	5-0	0-3	5	4	
Drexel	2.6	5-0	5-0	0-5	2-2	5	2
Ursinus	2.1	5-0	5-0	0-3	5	3	
J. Hopkins	2.5	5-0	5-0	0-3	4	3	
Drew	2.2	5-0	5-0	0-5	2	3	
*Christopher S. Colvin '70	1.5	5-0	5-0	0-3	4	2	
*William M. Yates '69	1.0	5-0	5-0	0-5	3	2	
*Douglas R. Ross '69	2.5	5-0	5-0	0-3	7	2	
*Timothy L. Loose '68	2.5	5-0	5-0	0-3	5	4	
*Donald A. Hart '68	2.1	5-0	5-0	0-3	6	0	
*Timothy B. Golding '69	2.1	5-0	5-0	0-3	6	0	
*John M. Barbis '70	2.1	5-0	5-0	0-3	6	0	
*William R. Hobson '71	2.1	5-0	5-0	0-3	6	0	
*Michael E. Snyder '70	2.1	5-0	5-0	0-3	6	0	
Bruce E. Ridley '71	2.2	5-0	5-0	0-3	6	0	
Donald S. Will '71	2.2	5-0	5-0	0-5	6	0	
David L. Thomas '71	2.5	5-0	5-0	0-5	6	0	
Marshall J. Schwenk '69	2.5	5-0	5-0	0-5	6	0	
Mark K. Shimoda '69	0.0	5-0	5-0	0-5	6	0	
Donald W. Evans '71	0.0	5-0	5-0	0-5	6	0	
*Frank A. Santoro '69	0.0	5-0	5-0	0-5	6	0	
Haverford	8	41	28	5	22		
Opponents		0	16	13	22	9	
Won	7	Lost	2				

Awarded Junior Varsity Numerals

Bruce E. Ridley ..... '71

David L. Thomas ..... '71

Donald S. Will ..... '71

## SWIMMING

Captains: E. DALE ADKINS ..... '68  
PHILIP N. PRITCHARD ..... '69

Manager: G. RALPH STROHL ..... '70

Co-Captains Elect: MICHAEL F. BRISELLI ..... '70  
DAVID M. ROTHSTEIN ..... '70

Manager Elect: G. RALPH STROHL ..... '70

Coach: JOSEPH McQUILLAN



## SWIMMING

Back: D.W. Jenkins; A.E. Smith; T.R. Kovaric; C.J. Heaton; D.M. Rothstein; M.F. Briselli

Second: J. McQuillan (Coach); J.A. Dickinson;  
M.R. Burns; E.D. Adkins; C.G. Wilson

Front: R. Ihrie; S.J. Shapiro; B.T. Taylor; A.S. Tucker; R.H. Kimball; R.G. Merkler

SWIMMING		Dive									
200 Indiv.											
200 Fly											
200 Back											
200 Breast											
500 Free											
200 Free											
100 Free											
50 Free											
TOTAL POINTS											
Relay pts**											
Swarthmore											
Glassboro											
Temple											
J. Hopkins											
Textile											
Drexel											
P. M. C.											
Drexel											
F & M											
P. M. C.											
*Michael F. Briselli '70 .....											
*C. Geoffrey Wilson '70 .....											
*David M. Rothstein '70 .....											
*Malcolm R. Burns '68 .....											
*Arthur S. Tucker '70 .....											
*E. Dale Adkins '68 .....											
*Thomas R. Kovaric '71 .....											
*Joseph A. Dickinson '70 .....											
nCharles J. Heaton, Jr. '71 .....											
nRobert Ihrie, Jr. '70 .....											
nAnthony E. Smith '71 .....											
nRobert H. Kimball '69 .....											
nRichard G. Merkler '71 .....											
Daniel W. Jenkins '71 .....											
Stephen J. Shaniro '71 .....											
Thomas W. Staudwell '71 .....											
*G. Ralph Strohl '70 .....											
***School Record											
Haverford.....		42	41	51	43	25	53	32	35	61	53
Opponents.....		53	55	43	47	70	42	63	59	42	42
Won:		4									
Lost:											6

\*Letter winner

\*\*Relay points - participants awarded 2 points each per winning relay.

nNumerals winner

SWIMMING (Continued)

<u>College Records</u>					
<u>50 yd. Freestyle</u>					
David M. Rothstein	'70	24.7	Swarthmore		2-24-67
Philin N. Pritchard	'69	24.7	MASCAC (Trials)		3-4-67
David L. Wilson	'67	24.9	MASCAC (Trials)		3-5-66
<u>100 yd. Freestyle</u>					
Lawrence M. Russell	'68	54.2	Swarthmore		2-24-65
Thomas E. Christy	'66	59.4	Textile		2-20-64
Richard L. Adelman	'65	1:01.1	Swarthmore		2-7-62
<u>200 yd. Freestyle</u>					
Michael F. Briselli	'70	2:02.7	MASCAC (Trials)		3-1-68
Lawrence M. Russell	'68	2:08.4	Drexel		2-5-65
David K. Leonard	'63	2:13.7	Drexel		1-17-62
<u>500 yd. Freestyle</u>					
Michael F. Briselli	'70	5:51.6	MASCAC (3rd)		3-2-68
David M. Rothstein	'70	6:05.6	MASCAC (Trials)		3-4-67
Lawrence M. Russell	'68	6:17.6	Textile		2-10-65
<u>1000 yd. Freestyle</u>					
C. Geoffrey Wilson	'70	14:00.9	Glassboro		2-17-68
<u>200 yd. Breaststroke</u>					
Malcolm R. Burns	'68	2:32.1	P.M.C.		1-31-68
Malcolm R. Burns	'68	2:32.6	MASCAC (3rd)		3-5-66
Malcolm R. Burns	'68	2:36.8	Swarthmore		2-24-65
<u>200 yd. Backstroke</u>					
David L. Wilson	'67	2:31.4	Textile		2-10-65
David L. Wilson	'67	2:34.6	Drexel		2-8-64
James G.M. Weyand	'62	2:37.8	Temple		2-21-62
<u>200 yd. Butterfly</u>					
C. Geoffrey Wilson	'70	2:24.9	MASCAC (4th)		3-1-68
Michael F. Briselli	'70	2:25.0	Swarthmore		2-23-68
Michael F. Briselli	'70	2:26.7	MASCAC (4th)		3-4-67
<u>200 yd. Individ. Medley</u>					
Michael F. Briselli	'70	2:29.8	Johns Hopkins		2-11-67
S. Stanley Young	'66	2:30.2	Drexel		2-8-64
Thomas E. Christy	'66	2:42.4	Drexel		2-9-63
<u>400 yd. Freestyle Relay</u>					
Christopher Y. Lu	'70)				
Arthur S. Tucker	'70)				
Michael F. Briselli	'70)-	3:40.8	MASCAC (4th)		3-4-67
Philin N. Pritchard	'69)				
Richard A. Lightbody	'69)				
Philin N. Pritchard	'69)-				
E. Dale Adkins	'68)	3:50.0	MASCAC (6th)		3-5-66
Richard L. Grossman	'66)				
<u>400 yd. Medley Relay</u>					
David L. Wilson	'67)				
Arthur S. Tucker	'70)				
Michael F. Briselli	'70)-	4:13.7	MASCAC (5th)		3-4-67
Philin N. Pritchard	'69)				
David L. Wilson	'67)				
Malcolm R. Burns	'68)				
Richard A. Lightbody	'69)-	4:20.5	Drexel		1-14-66
Richard L. Grossman	'66)				

BASEBALL

Back: Richard O. Morsch (Trainer); Roy E. Randall (Head Coach); A. Rolfe; B.J. Craig; J.F. Pyfer, Jr.; Ernest J. Prudente (Assistant Coach)

Second: R.W. Mong; D. Foster; S. Saxer; D. Thompson; V.F. Trapani

Front: K. Edgar; R.E. Primack; G.F. Swanson; S.A. Jarocki; A.H.C. Chang; K. Langley



## BASEBALL

Co-Captain: STANLEY A. JAROCKI.....'69  
Captain Elect: STANLEY A. JAROCKI.....'69  
  
Coaches: ROY E. RANDALL..... Head Coach  
ERNEST J. PRUDENTE..... Asst. Coach

### AWARDED BASEBALL "H"

Douglas A. Berg.....'71	Robert W. Mong.....'71
Amos H. Chang.....'68	Robert E. Primack.....'68
Barton J. Craig.....'71	John F. Pyfer, Jr.....'69
Kenneth C. Edgar.....'69	Jan M. Sachs.....'70
Timothy B. Golding.....'69	Craig S. Saxon.....'69
Stanley A. Jarocki.....'69	Glenn F. Swanson.....'68
Keith E. Langley.....'69	Donald B. Thomson.....'70
Vincent F. Trapani '69	

### GEORGE HAINES BUZBY AWARD

Robert E. Primack

### AWARDED BASEBALL NUMERALS

David H. Foster.....'69	Arthur M. Rolfe.....'71
Mark J. Greenfield.....'70	Daniel D. Williams.....'71

### VARSITY SEASON RECORD

Haverford.....	10	Eastern Bantist.....	0
Haverford.....	4	Ursinus.....	14
Haverford.....	2	Drexel.....	9
Haverford.....	2	Drexel.....	11
Haverford.....	5	Pharmacy.....	3
Haverford.....	7	Franklin & Marshall.....	19
Haverford.....	3	P.M.C.....	10
Haverford.....rain		LaSalle.....	-
Haverford.....	4	St. Joseph's.....	10
Haverford.....	7	Muhlenberg.....	11
Haverford.....	2	Swarthmore.....	3
Haverford.....	0	P.M.C.....	4
Haverford.....	0	Ursinus.....	8

Won 2

Lost 10

BASEBALL	G	Batting								Fielding					
		AB	R	H	W	2B	3B	HR	SB	RBI	K	Avg.	P0	Asst	Er
Langley, 3B .....	10	30	6	6	1	0	0	1	1	8	.200	3	1	2	.667
SS .....												5	14	3	.864
Berg, 3B .....	11	39	3	8	3	1	1	0	1	4	.205	4	4	4	.667
SS .....												12	21	9	.786
P .....												0	1	0	1.000
Primack, C .....	12	40	5	10	6	0	2	0	0	3	.250	42	10	2	.963
Jarocki, OF .....	12	53	10	14	1	3	0	1	1	4	.266	34	3	0	1.000
Mong, OF .....	9	32	4	10	1	1	0	1	0	4	.313	6	0	1	.857
1B .....												12	0	0	1.000
2B .....												2	2	0	1.000
3B .....												4	5	2	.818
Golding, OF .....	10	28	1	5	1	0	0	0	0	7	.179	12	2	2	.875
Thompson, 1B .....	12	34	1	9	6	2	0	0	0	5	.265	91	4	2	.979
2B .....												1	1	0	1.000
Swanson, 2B .....	11	31	3	4	5	1	0	0	1	1	.129	31	28	3	.952
Chang, OF .....	11	16	2	2	2	0	0	0	0	5	.125	1	0	1	.500
P .....												5	4	5	.643
Edgar, P .....	9	17	2	3	0	1	0	0	0	0	.176	1	14	3	.833
Saxer, OF .....	4	11	0	0	0	0	0	0	0	4	.000	3	0	0	1.000

BASEBALL (cont)	G	AB	R	H	W	2B	3B	HR	SB	RBI	K	Avg.
Craig, OF .....	7	17	3	4	2	2	0	0	1	3	3	.235
3B .....												
Trapani, C .....	9	22	3	2	3	0	0	0	0	2	9	.091
OF .....												
Foster, OF .....	6	0	0	0	0	0	0	0	0	0	0	.000
Frey, OF .....	1	2	0	0	1	0	0	0	1	0	0	.000
Pyfer, 2B .....	3	1	0	0	0	0	0	0	0	1	1	.000
Sachs, 3B .....	4	13	2	5	1	1	0	0	0	2	2	.385
HAVERFORD .....	12	386	43	84	38	13	3	2	6	36	81	.218
OPPONENTS .....	12	426	94	124	50	19	3	7	21	73	34	.291

	W-L	G	IP	H	R	Pitching	ER	BB	K	ERA
Edgar .....	1-3	9	45-1/3	45	32		17	24	17	3.37
Chang .....	1-6	10	44-1/3	65	49		27	10	12	5.48
Golding .....	0-1	2	5	10	17		15	11	2	2.00
Foster .....	0-0	5	4	40	6		3	4	3	6.75
Berg .....	0-0	1	1	0	0		0	1	0	0.00
HAVERFORD .....	2-10	12	99-2/3	124	94		62	50	34	5.60
OPPONENTS .....	10-2	12	102	84	43		37	38	81	3.27



GEORGE HAINES BUZZY AWARD

Robert E. Primack



TRACK

Back: W.A. Hutchins; K.A. Hicks; P.E. Batzell; R.K. Jarvis; M.E. Huibregtse; C. Grunfield

Second: Francis E. Dunbar (Head Coach); L.S. Root; M.E. Snyder; A.B. Shettel; M.P. Shaw  
J.A. Mason; John Wilson (Assistant Coach)

Front: R.B. Crawford; S.W. Batzell; D.W. Evans; S.L. Little; D.C. Yager; M.J. O'Leary



SILAS LITTLE, III

Walton Cup

TRACK

Co-Captain: SILAS LITTLE, III ..... '68  
Captains Elect: STEPHEN M. ROLFE ..... '69  
ROBERT S. WHITE ..... '69  
Coach: FRANCIS E. DUNBAR

Relay Points	0	6	5	0	0	10	0
HAVERFORD	33	43	50	62	48	76	39
Opponents	112	L67	95	83	92	69106	
	A70						

Won: 1 Lost: • 6

TRACK (Continued)  
VARSITY INDIVIDUAL POINT SUMMARY

TOTAL POINTS	59	51	33	32	30	25	23	22	21	21	21	21
Relays	-	6	-	-	-	-	-	-	-	-	-	-
Triple Jump	-	-	-	-	-	-	-	-	-	-	-	-
Broad Jump	-	-	-	-	-	-	-	-	1	-	-	-
High Jump	-	-	10	-	-	19	-	-	-	-	-	-
Shotput	-	-	-	-	-	-	-	-	-	-	-	-
P. Vault	-	-	8	-	-	-	-	13	-	-	-	-
Javelin	-	-	-	-	-	-	-	-	-	2	-	-
Discus	-	-	-	24	-	-	-	-	-	-	-	-
2 Mile	-	27	-	20	-	-	-	-	-	-	-	-
220	-	-	5	-	-	-	-	-	-	-	-	-
880	-	5	-	-	-	-	-	-	-	-	-	-
120 HH	-	-	17	-	-	-	-	-	-	-	-	-
100	-	-	20	-	-	-	-	-	-	-	-	-
440	-	-	-	17	-	-	-	-	-	-	-	-
1 Mile	-	27	-	-	-	-	-	-	-	-	-	-
440 IH	-	5	-	-	-	-	-	-	-	-	-	-

Little .....	.
Shaw .....	.
Jarvis .....	.
Shettel .....	.
Crawford .....	.
Root .....	.
Rolfe .....	.
Ottenberg .....	.
White .....	.
Sargent .....	.
Yager .....	.
Hicks .....	.
Snyder .....	.
Mason .....	.
Coleman .....	.
Purvis .....	.
Mason, D. ....	.
Rogers .....	.
Humphries .....	.
Newkirk .....	.
Fried .....	.
Batzell .....	.

COLLEGE TRACK RECORDS

<u>Event</u>	<u>Time</u>		<u>Date</u>
Two Mile Run	9:53.6	Silas Little '68	4-16-66
	9:57.7	James R. Grosholz '49	5-19-48
	10:2.1	David M. Poole, '42	5-16-42
One Mile Run	4:20.0	James R. Grosholz '49	5-3-47
	4:26.5	David M. Poole '42	5-9-42
	4:26.5	Walter C. Falconer '42	5-1-42
880 yd. Run	1:51.2	James R. Grosholz '49	6-18-49
	1:58.1	Walter C. Falconer '42	5-14-40
	2:00.8	Robert F. Edgar '31	5-22-31
440 yd. Dash	49.7	James R. Grosholz '49	5-3-49
	50.2	Walter Palmer '10	1970
220 yd. Dash	21.7	Malcolm L. Goggin '60	4-27-60
	21.8	Frederick D. Tabbutt '53	5-5-53
	22.0	Herbert K. Ensworth '29	5-12-28
100 yd. Dash	9.9	P. Donald Hopkins '57	5-14-55
	9.9	Eli B. Halbern '52	5-12-49
	9.9	Joseph C. Wingerd '39	5-19-38
220 Low Hurdles	24.3	Werner E. Muller '60	4-27-60
	24.4	Frederick D. Tabbutt '53	5-5-53
	24.4	Harry H. Derr, III '39	5-19-38
120 High Hurdles	15.2	Frederick D. Tabbutt '53	5-16-53
	15.4	J. Morris Evans '43	5-13-42
	15.4	Thomas B. Steiger '39	5-20-39
One Mile Relay	3:25.6	Samuel M. Snipes '41	4-26-40
		John T. Sharkey '40	
		Lewis L. Janney '40	
		Walter C. Falconer '42	
440 IH	59.6	Mark P. Shaw '71	4-6-68
	0:60.0	Thomas H. Trapnell '67	4-26-67
<u>Distance</u>			
Shot Put	46'5-1/2"	J. Howard Morris, Jr. '30	4-26-30
	41'8"	Francis M. Froelieher '13	1912
	37'8"	W. W. Hall '02	1899
Discus	146'1/4"	J. Howard Morris, Jr. '30	5-24-29
	134'9-3/8"	Raymond M. Thomas '25	5-23-25
	118'8"	James L. Pierce '21	1919
Javelin	238'11-1/2"	Stuart L. Levitt '63	6-14-63
	195'9"	Eric J. Harrison '58	4-23-58
	187'11-1/2"	Mark H. Randall '58	4-21-56
Pole Vault	12'11-1/2"	E. J. Baylis Thomas '54	4-27-54
	12'9"	John M. Hume '51	5-11-51
	12'4"	Gifford P. Foley '32	5-21-32
High Jump	6'2-3/4"	Sturgis S. Poorman '37	5-25-35
	6'1"	Edward B. Conlin '99	-
Broad Jump	23'7-1/8"	Allan C. Thomas, Jr. '28	5-25-28
	22'1/2"	William D. Rogers '25	5-16-25
	21'10-3/4"	Victor A. Lamberti '26	5-16-25

		TOTAL POINTS
GOLF	Swarthmore	30
	Drexel	3
	Moravian	3
	Dickinson	3
	P. M. C.	3
	St. Josephs	3
	Textile	3
	Albright	3
	Temple	3
	Delaware	3
	La Salle	3
	Lafayette	3
	Muhlenberg	3
*Francis P. Engel '68 .....	3	3
*Peter K. Coleman '70 .....	3	3
*Robert I. Coward '68 .....	1/2	3
*William P. Loesche '68 .....	0	1
*Bruce C. Iacobucci '70 .....	0	3
*Christopher C. Dematatis '70 .....	1-1/2	2-1/2
*Harris A. Jaffee '70 .....	-	-
John L. Allen '70 .....	-	-
HAFERFORD Opponents .....	8	13-1/2
	4-1/2	8-1/2
	9-1/2	3-1/2
	14-1/2	16
	5	13
	4	14
	7	11
	7	12
	6	15
	3	14-1/2
	3	9-1/2
	3	3-1/2
	3	8-1/2
Won:	10	
Lost:	3	

\*Letter winner

GOLF

Captain: FRANCIS P. ENGEL ..... '68  
Captain Elect: PETER K. COLEMAN ..... '70  
Coach: WILLIAM DOCHERTY, JR.



GOLF

Back: B. Cook; B.C. Iacobucci; J. Averick; C.R. Tannenbaum; R.I. Coward; William Docherty (Coach)  
Second: J.L. Allen; L.W. Spoehr; H.A. Jaffee; E.A. Helme; R. Fried  
Front: C.C. Dematatis; W.P. Loesche; F.P. Engel; P.K. Coleman

Francis P. Engel  
Haverford College  
Golf Trophy



TOTAL POINTS											
Ursinus				1	1/2	1/2	1/2	10-1/2			
Drexel				1	0	1/2	0	1	1	1	10
F & M				0	0	0	0	1/2	1/2	-	
Swarthmore			1/2	0	0	0	0	1/2	1/2	-	
La Salle			.....	.....	Rain	.....	.....	-	-	-	
J. Hopkins	1	1/2	1/2	1	1/2	1/2	1/2	1/2	0	0	8
Lafayette	.....	.....	.....	Rain	.....	.....	.....	-	-	-	
Lehigh	1	0	0	0	0	0	0	1/2	0	-	
Muhlenberg	1	1/2	1/2	1	1/2	1/2	1/2	1/2	-	-	
Dickinson	1	1/2	1/2	0	0	1	1	0	1	0	6
Moravian	1	1/2	1/2	1	0	1	1/2	0	0	1/2	1
EVENT	S	D	S	S	D	D	D	1/2	0	-	8
*Ronald B. Norris '71	.....	.....	.....	.....	.....	.....	.....	-	-	-	
*France H. Conroy '70	.....	.....	.....	.....	.....	.....	.....	-	-	-	
*Thomas Bretl '68	.....	.....	.....	.....	.....	.....	.....	-	-	-	
*Taylor A. Pancoast '70	.....	.....	.....	.....	.....	.....	.....	-	-	-	
*Robert A. Swift '68	.....	.....	.....	.....	.....	.....	.....	-	-	-	
*David R. Delthon '68	.....	.....	.....	.....	.....	.....	.....	-	-	-	
Thomas L. Gowen, Jr. '71	.....	.....	.....	.....	.....	.....	.....	-	-	-	
James A. Weisman '71	.....	.....	.....	.....	.....	.....	.....	-	-	-	
Timothy W. Welles, '68	.....	.....	.....	.....	.....	.....	.....	-	-	-	
HAVERFORD	.....	.....	.....	.....	.....	.....	.....	-	-	-	
Opponents	.....	.....	.....	.....	.....	.....	.....	-	-	-	
(Manager)	9	5	9	2	8						
	0	4	0	7	1						

David M. Rothstein	'71
Peter W. Tobey	'70

## D = Doubles

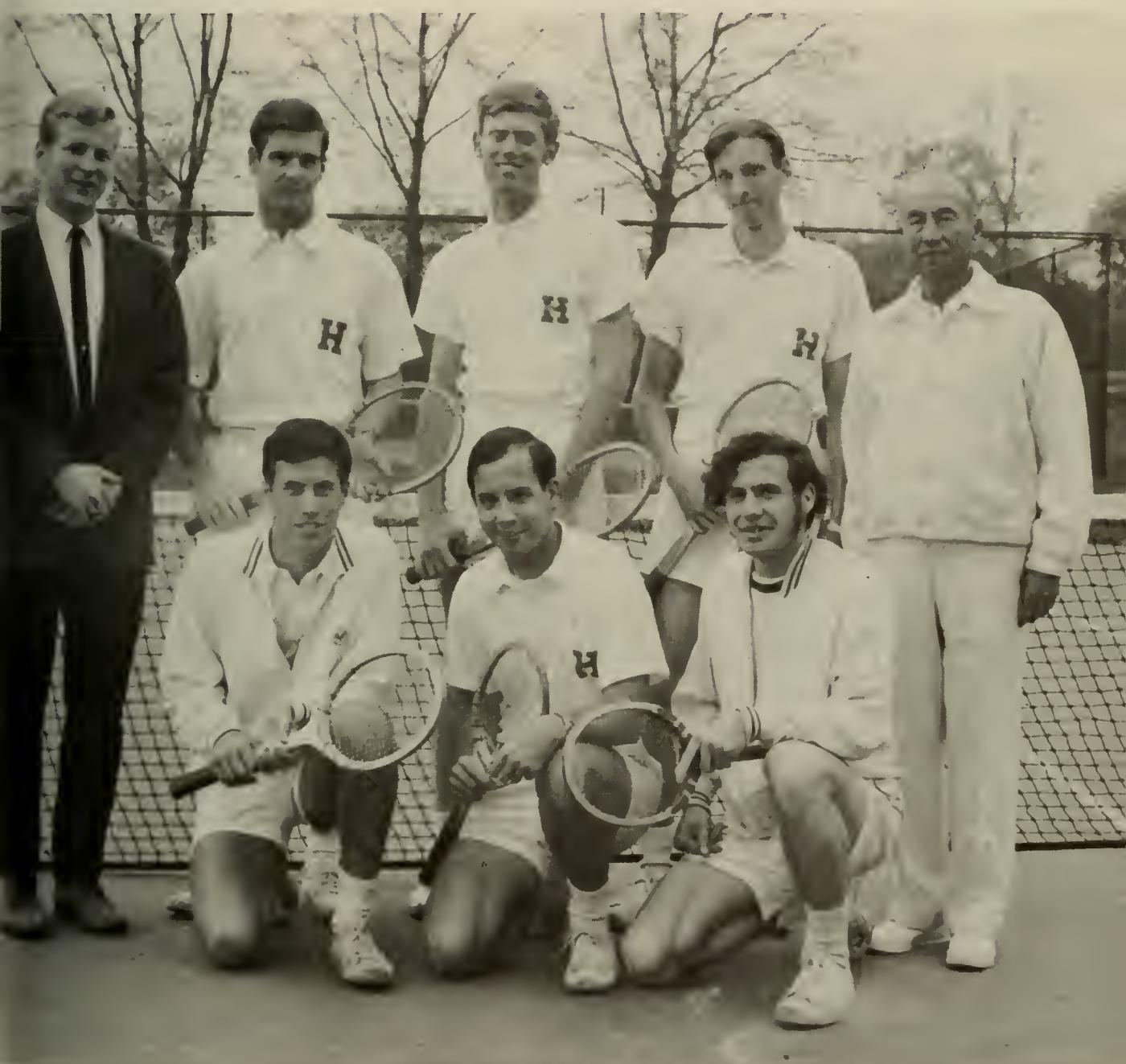
S = Singles

## AWARDED JUNIOR VARSITY NUMERALS

Donald F. Berry ..... '71  
Thomas L. Gowen, Jr. .... '71

TENNIS

Captain: ROBERT A. SWIFT ..... '68  
Manager: TIMOTHY W. WELLES ..... '68  
Captain Elect: FRANCE H. CONROY ..... '70  
Coach: NORMAN B. BRAMALL



TENNIS

Second: T.W. Welles (Manager); R.A. Swift; F.H. Conroy; T.A. Pancoast; Norman Bramall (Coach)  
Front: R.B. Norris; T.C. Bretl; D.R. Delthon

THE VIRGINIA CUP  
1968

Robert A. Swift

## CRICKET

Captain:	HARRY OTTINGER, III.....	'68
Vice Captain:	WILLIAM A. MCNEIL .....	'68
Manager:	JAMES F. MULLOLY .....	'68
Captain Elect:	ALEXIS SWAN.....	'70
Coach:	HOWARD COMFORT	



## CRICKET

Back: Howard Comfort (Coach); A. Blistein  
Third: M.J. Pryor; W.A. Phillips; J.F. Mullooly; R.K. Agarwal; H.C. Perry  
Second: A. Swan; B.E. Ridley; A. Das; W.O. Miles; V. Luketic  
Front: A.C. Servetnick; H. Ottinger; W.A. McNeill; J.D. Kunz

## CRICKET (Continued)

### AWARDED CRICKET "H"

Rajesh K. Agarwal .....	'69	William A. McNeil .....	'68
Aruneshwar Das .....	'70	Harry Ottinger .....	'68
Joel D. Kuntz .....	'68	William A. Phillips .....	'69
Richard G. Lyon .....	'68	Alan C. Servetnick .....	'68
		Alexis Swan ...	'70

COPE PRIZE BAT ..... Alexis Swan (av. 12.8)

CONGDON PRIZE BALL ..... Harry Ottinger (av. 10.1)

HAINES FIELDING BELT ..... Joel D. Kunz

CLASS OF '88 FIELDING BELT ..... Richard G. Lyon

### BLAZER AWARD

Rajesh K. Agarwal  
Aruneshwar Das  
Alan C. Servetnick  
Alexis Swan

### AWARDED CRICKET NUMERALS

Velimir Luketic .....	'69	Harvey C. Perry .....	'71
John C. Parkin .....	'71	Miguel J. Pryor .....	'69
William O. Miles .....	'70	Bruce E. Ridley .....	'71

### VARSITY SEASON RECORD

			<u>Winner</u>
Haverford	55	University of Delaware	58 .....
Haverford	89	Cornell	119 ..... Cornell
Haverford	94	Maryland/Staten Island	won by 5 wickets* ...
Haverford	55	Fairmount/General Electric	declared for ....
			104 after 3 wickets.....
Haverford	won by 3 wickets	Alumni	49 .....
Haverford	59 for 3 wickets	British Commonwealth	did not bat**..
Haverford	42	Ursinus	17 ..... Haverford

\*XI's from both Maryland and Staten Island arrived to play the match on April 27; a match of 16 players to a side was arranged with Haverford, augmented by 2 visitors, playing the combined visiting XI's.

\*\*Match abandoned after 3 wickets on account of rain.

# SAILING

Commodore: MARTIN T. FULLER ..... '70  
Commodore Elect: RICHARD W. FITE ..... '70

## AWARDED SAILING "H"

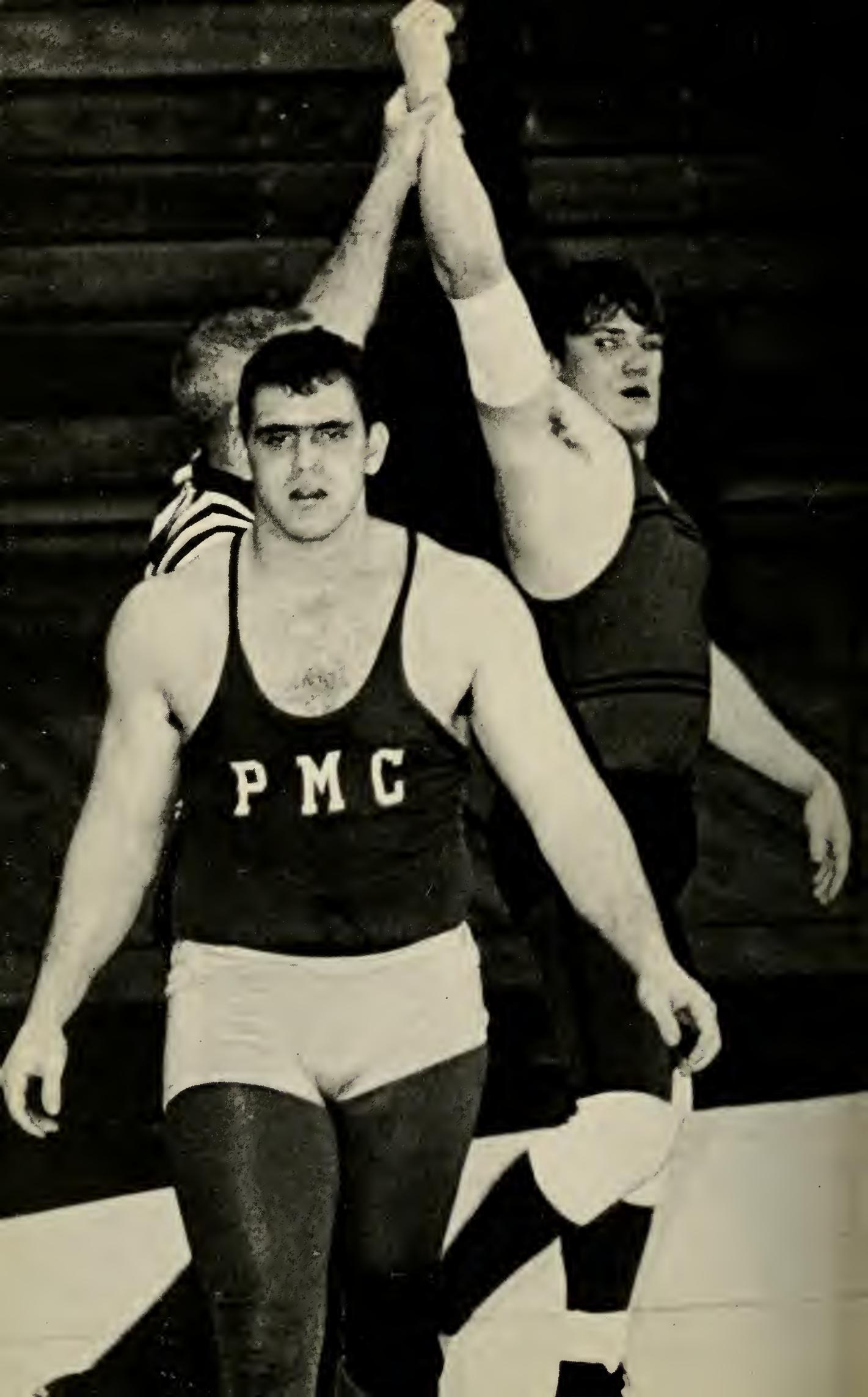
Martin T. Fuller ... '70  
W. Merrick Thomas ... '70

## SEASON RECORD

<u>SPRING</u>	<u>Place</u>
Rutgers Minor .....	1st
Navy Championship Eliminations .....	6th
Drexel Minor Regatta .....	3rd
Haverford Minor Triangular .....	Tie 1st
Monmouth Minor Regatta .....	3rd







PMC

ANNUAL REPORT 1967-68 Detailed FISCAL REPORT



*Haverford College  
Publication*

# ANNUAL REPORT / FISCAL REPORT

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# REPORT OF THE TREASURER

PRESENTED AT THE ANNUAL MEETING OF THE CORPORATION OF

HAVERFORD COLLEGE

OCTOBER 15, 1968

**I**t is again a pleasure to report to the Corporation and the Board of Managers regarding the fiscal operations of the College for the year ending June 30, 1968. This report has been audited by Price Waterhouse and Company and the audit and their report is on hand.

## OPERATIONS

With another 7½% salary increase for faculty and increases for many non-faculty members of the College community, and with our now customary inflationary trend and, also, with our gradual increase in enrollment, the total cost of operating the College rose a little more than 18% from a year ago, \$3,572,000 to \$4,205,174. Our income also rose, from \$3,573,549 to \$4,066,665. Unhappily, expenses were thus slightly greater than income, leaving the College with a net deficit of \$138,508.



This deficit was in part due to the very tight cash position in which the College finds itself. Our building program has been proceeding; we have completed the three new dormitories at a cost of \$1,800,000, and are in the midst of the construction of a new dining hall and the renovation of Lloyd Hall. While we have pledges and gifts of more than a sufficient amount to cover these costs, some of the securities given being not now marketable, we do not have the cash and have therefore had to follow a dual course in the financing of such construction — to borrow from the bank, and, in effect, from ourselves, by disposing of certain of our securities which would appear to be selling at a rather high premium. I hope, and have faith, that this phase of our financial life will pass shortly — that you, our Board, our Alumni and friends will lift us out of our cash difficulties!

To revert to the operations, it is interesting to note that income and expenditures of our restricted funds this year amount to \$1,050,328 and of this about one-half, or \$495,428, is for restricted scholarship funds and the post-baccalaureate program, and \$294,249 is for sponsored research, the latter nearly double the amount received and spent last year.

Annual Giving from all sources, Alumni, business corporations and foundations, of \$180,805 was up slightly from the year before. Scholarship aid derived from scholarship and general funds, (\$121,124) from the William Maul Measey Trust, (\$58,571) and from donations, (\$102,633) totaled \$282,328 as against \$247,634 of a year ago. Thus student aid represents 30% of our total tuition income.

In a slightly different form of student aid, \$37,447 was from the college budget for student employment, and \$11,370 from ARA (the dining room service) to students as wages.

## BUSINESS OFFICE

I should now like to depart for a moment from figures and discuss the vital role which the Business and Comptrollers office has come to play in the life of the College, due in a very large degree to the competence, imagination and ability of Charles Smith.

When I graduated in 1931 the entire business operation of the College was conducted by Oscar Chase, the registrar, and Robert Johnson, the superintendent of buildings and grounds. The total item for wages was \$40,000 and that of salaries for the professional staff was \$168,000. Now, in our business office we have a staff of 11 people, and for the maintenance and care of grounds, under the able administration of Elmer Bogart, of 67 people.

Just a listing of the items which come under the purview and are the obligation of Charles Smith are sufficient to show the vast increase in this department and

the increasing complexity of the operation of the College. He is responsible for:

Maintenance and supervision of entire accounting operations including reports to departments and to the Board, analysis and continued improvement of accounting procedures and control mechanisms; preparation of the budget; supervision of such services as insurance, purchases, and maintenance of building and grounds, and all matters pertaining to faculty housing; supervision of housekeeping functions, hiring and firing of all employees except faculty and Presidential appointments; supervision and administration of grants from government agencies, foundations and other sources and advice to professors and administration regarding such grants; complete involvement in the long-range economic planning for the College; preparation of budgetary and financial statements and attending and reporting meetings of the Property Committee, Long-range Planning Committee and other related committees.

With the large amount of construction which has taken place during the past few years, with the increasing number of grants for faculty research, and with the increased amount of business and administrative details which go along with our larger college, the work of this office deserves more than my comment. I thought, however, that the Corporation would be interested in the quiet efficiency of this department.

## ENDOWMENT

With the gradual improvement of the market, our endowed funds (Consolidated Investments) show the highest unit value in any year to date — 30.53 — or translated into dollars — \$18,848,981. The non-consolidated funds (the largest portion of which is the Philips Fund with market value of \$5,722,953) are in the amount of \$7,445,460. The Measey Trust has a market value of \$3,430,509, making a grand total of all of our invested funds and trusts of \$29,748,963. Included in these figures are additions to funds by donation and bequest of \$115,397 and not included is a bequest from Ernest R. Reynolds of \$116,684 which has been added to the revolving Student Loan Account.

It would seem in order to take note of the recent habit, if I may call it such, of the 25th and 50th reunion classes to give a fund to the College, in many cases unrestricted — joy to the Treasurer's heart. The latest of these is that of the Class of '43 which has contributed already \$32,000 and has in pledges sufficient to make the amount \$50,000, the largest Class gift on record.

Sales of our securities have been, as I have stated above, relatively high in order to pay for construction of the several projects. This means that we have an unusually large number of capital gains — fortunately. In the Consolidated Investment account these amount to \$739,557, and in the Philips account, \$533,242.

The relative proportion of stocks and bonds is, of course, always of interest. This year the picture is somewhat distorted because of the 10.9% advances to current funds, which means securities sold (largely common stocks) to enable us to loan the proceeds to ourselves for construction purposes. We thus have a figure of 53.46% common stocks, 23.89% bonds, 4.59% preferred, 4.24% College real estate, 1.5% mortgages and 1.4% miscellaneous.

The unit of income in our Consolidated Investments for the year rose from \$1.18 per unit of a year ago to \$1.26 this year, and the rate of return on market value (excluding College real estate) was 4.44% and on Philips account, 3.86%.

Haverford is fortunate in the farsightedness of those who in past years have made gifts and bequests to the College, by which I mean the amount of such gifts and bequests that are totally unrestricted both as to use of income and principal. These amount to over half of our total of such funds, or \$11,161,263. This does not include the Philips fund and the Measey Trust which, as you are well aware, are for specific purposes. Parenthetically, one-half of the Philips Fund is quite unrestricted as to the *use* of income, but the principal may not be drawn down.

## **COLLEGE HOUSING**

I should like again this year to report on the housing of our faculty. As I said last year, the College undertook to build five Techbilt houses on Duck Pond Lane. These were completed at an average cost of \$37,226 per house, including the cost of sewers and roads. They are proving moderately satisfactory, but it would appear that it is more satisfactory to secure somewhat larger, older houses in the neighborhood for a lesser amount. We have thus acquired two semi-detached houses on Berkley Road in Ardmore, premises 421 W. Lancaster Avenue, practically across from the College, and 749 Rugby Road, on the Haverford edge of Bryn Mawr.

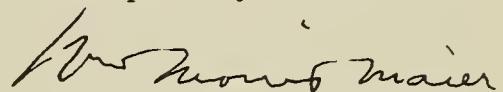
Pursuant to our policy of granting mortgages (at a lower than market rate of interest) to those faculty who prefer to buy their own houses, we have given such mortgages in the amount of \$114,000 to four faculty members.

## **EXPANSION**

A final word concerning the very substantial effects of expansion on the finances of the College. When we started our expansion, we knew we were hard pressed for space in all our buildings as the student enrollment was then 450 for a campus planned for not more than 300 — with many of the buildings outmoded by reason of age. The result of our gradual increase of enrollment to the present 625, eventually 700, has been almost a complete restructuring of the campus. We have built five new dormitories, we have built an entirely new science building and completely renovated the chemistry building and only the walls of Sharpless

Hall are the same, so complete was the renovation of that building. We have more than doubled the capacity and size of the library, we are building an entirely new dining room complex, and there are still unmet needs. All of this construction and renovation has put a severe strain on our finances in spite of increasing tuition income and the generosity of many of our Alumni and friends. While being sanguine about our present status, I am also optimistic about the future. By increasing Annual Giving, by gifts and bequests we can and will, hopefully, meet this challenge.

Respectfully submitted,



Wm. Morris Maier, Treasurer

**PRICE WATERHOUSE & CO.**

**INDEPENDENCE MALL WEST**

**PHILADELPHIA 19106**

October 14, 1968

Board of Managers

The Corporation of Haverford College

We have examined the balance sheet of the Corporation of Haverford College as of June 30, 1968 and the related statements of operations and changes in fund balances and unexpended gifts, grants and income for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. It was impracticable for us to extend our examination of contributions received beyond accounting for amounts so recorded.

The College follows the practice of writing off property and plant additions as their cost is funded. Accordingly, the cost of College property, other than certain residences which are included in endowment fund assets and unfunded construction costs, is not reflected in the accompanying statements.

In our opinion, except that the cost of College property is not fully reflected, as described in the preceding paragraph, the accompanying financial statements present fairly the financial position of the Corporation of Haverford College at June 30, 1968 and the results of its operations and changes in fund balances and unexpended gifts, grants and income for the year in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

*Price Waterhouse + Co.*

THE CORPORATION OF HAVERFORD COLLEGE

Balance Sheet at June 30, 1968

<u>Assets</u>		<u>Liabilities and Fund Balances</u>	
<u>General fund</u>	<u>General fund</u>	<u>General fund</u>	<u>General fund</u>
Cash	\$ 305,540	Liabilities	\$ 334,384
Accounts receivable	76,837	Accounts payable	137,973
Inventories, at cost	39,809	Accrued expenses	12,764
Prepaid expenses and other current assets	<u>41,527</u>	Advance receipts	<u>485,121</u>
	<u>463,713</u>	Unexpended gifts, grants and income - Note 1	
		Donations for special purposes	408,466
		Special purpose endowment income	196,221
		Post-Baccalaureate program	127,182
		Faculty and sponsored research	2,514
			<u>734,383</u>
Advance to plant fund	615,173	General fund balance	173,591
Unamortized auxiliary enterprise improvements	3,760	Restricted	(310,449)
		Income reserve (deficit)	(136,858)
			<u>\$ 1,082,646</u>
		<u>Loan funds</u>	
		Advance from endowment fund	\$ 224,195
		Loan fund balances - Note 2	<u>42,986</u>
			<u>\$ 267,181</u>
		<u>Endowment fund</u>	
Marketable securities, at cost (market value \$22,981,084)	\$17,467,535	Endowment fund principal	\$20,792,894
Mortgages	283,163		
College real estate - at cost less amortization of \$195,575	801,036		
Other investments	41,432		
	<u>18,593,171</u>		
Advances to other funds	224,195	Funds functioning as endowment	23,200
Loan fund	<u>1,998,728</u>		
Plant fund	<u>2,222,923</u>		
			<u>\$20,816,094</u>
		<u>Plant fund</u>	
Unfunded costs of completed construction	\$ 1,528,590	6 - 6-1/2% loans due within one year	\$ 1,800,000
Construction in progress net of applicable donations of		3-5/8% mortgage bond	837,500
\$1,847,826 (additional commitments approximate \$2,000,000)	3,631,487	Advance from general fund	615,173
Marketable securities (market value \$66,645)	69,463	Advance from endowment fund	1,398,728
Other assets	<u>21,861</u>		
			<u>\$ 5,251,401</u>
			<u>\$27,417,322</u>

THE CORPORATION OF HAVERFORD COLLEGE

Statement of Operations

Year Ended June 30, 1968

	<u>General sources</u>	<u>Restricted sources</u>	<u>Total</u>
		(Note 1)	
<u>Income</u>			
Student fees	\$1,224,144		\$1,224,144
Endowments and trusts	768,727	\$ 292,440	1,061,167
Gifts and grants	180,806	757,888	938,694
Auxiliary enterprises	730,306		730,306
Rental of facilities	75,248		75,248
Other	37,107		37,107
	<u>3,016,338</u>	<u>1,050,328</u>	<u>4,066,666</u>
<u>Expenses</u>			
Educational and general			
Administration	295,484	270	295,754
Student services	174,322		174,322
Staff benefits	243,106	3,759	246,865
General institutional	190,330	88,351	278,681
Instruction	940,297	71,210	1,011,507
Libraries	154,065	68,960	223,025
Maintenance and operations	379,130	9,990	389,120
Sponsored research	5,000	294,250	299,250
Computer center	34,021	18,109	52,130
	<u>2,415,755</u>	<u>554,899</u>	<u>2,970,654</u>
Auxiliary enterprises	682,609		682,609
Student aid	<u>56,482</u>	<u>495,429</u>	<u>551,911</u>
	<u>3,154,846</u>	<u>1,050,328</u>	<u>4,205,174</u>
Net decrease in general fund balance resulting from operations - Note 1	<u>\$ (138,508)</u>	<u>\$ - 0 -</u>	<u>\$ (138,508)</u>

## THE CORPORATION OF HAVERFORD COLLEGE

Statement of Changes in Fund Balances and UnexpendedGifts, Grants and IncomeYear Ended June 30, 1968

	General fund			Endowment fund balance
	Restricted fund balance	Income reserve (deficit)	Donations for special purposes	Faculty and sponsored research
			Post- baccalaureate program	Loan fund balance
Balance - July 1, 1967	\$193,745	\$ (171,941)	\$ 223,327	\$ 50,151
Net decrease in general fund balance resulting from operations				\$46,869
Income from restricted endowments			318,029	
Restricted gifts, grants and income received	423,681		270,398	246,612
Donations for additions to loan and endowment funds				1,200
Realized gains on investments, net				115,397
Transfer of endowment income to Principal			(12,415)	1,271,931
Life interest payments			(22,837)	12,415
Special purpose funds liquidated				(9,385)
Restricted gifts, grants and endowment income expended in current year - Note 1	(238,542)		(292,440)	(294,249)
Interest on interfund advances				(7,490)
Interest income on outstanding loans				2,649
Charges to general restricted fund balance				
Miscellaneous other changes			113	(242)
Balance - June 30, 1968	\$173,591	\$ (310,449)	\$ 408,466	\$ 196,221
				\$ 127,182
				\$ 2,514
				\$42,986
				\$20,792,894

THE CORPORATION OF HAVERFORD COLLEGE

Notes to Financial Statements

June 30, 1968

Note 1 - Unexpended gifts, grants and income

The College follows the practice of reflecting restricted gifts, grants and endowment income in the statement of operations only to the extent of expenditures from such funds during the year. Receipts in excess of current year's expenditures are added to the balances of unexpended gifts, grants and income. This method of reporting is generally acceptable for colleges.

Note 2 - Loan funds

Loan funds comprise the Class of 1934 Revolving Loan Fund, established in 1959 by gifts from the Class of 1934 (100% participation) in the amount of \$10,784, and the Haverford College Loan Fund established in 1926. At June 30, 1968, pertinent information as to each fund is as follows:

	<u>Class of 1934</u>	<u>1926 fund</u>	<u>Total</u>
Student loans outstanding	\$58,677	\$198,422	\$257,099
Advance from endowment fund	50,891	173,304	224,195
Fund balance	8,460	34,526	42,986

The student loans outstanding bear interest at varying rates and are payable ten years after the student completes his formal education. Of the total loans outstanding at June 30, 1968, balances aggregating \$24,165 are currently payable.

	Unrestricted	Restricted	Total
1. <u>Educational and General</u>			
A. <u>Student Fees</u>			
Tuition			
Cash	\$ 847,106.34		\$ 847,106.34
Scholarship and General Funds	121,124.26		121,124.26
Wm. Maul Measey Trust	58,571.40		58,571.40
Donations	<u>102,633.00</u>		<u>102,633.00</u>
	1,129,435.00		1,129,435.00
Unit Fee	76,660.00		76,660.00
Other Fees	<u>18,049.05</u>		<u>18,049.05</u>
<u>Total Student Fees</u>	<u>\$1,224,144.05</u>		<u>\$1,224,144.05</u>
B. <u>Endowment Income</u>			
From Unrestricted Funds	\$ 756,770.19		\$ 756,770.19
From Restricted Funds			
Library	-	20,991.94	20,991.94
Special	5,564.25	123,474.84	129,039.09
Stock Dividends	<u>6,392.13</u>		<u>6,392.13</u>
<u>Total Endowment Income</u>	<u>\$ 768,726.57</u>	<u>\$ 144,466.78</u>	<u>\$ 913,193.35</u>
C. <u>Gifts and Grants</u>			
Alumni	\$ 150,922.42	\$ 22,182.80	\$ 173,105.22
Business Corporations	29,738.56	18,514.00	48,252.56
Foundations	145.00	71,223.70	71,368.70
Other			
Donations	126,621.34		126,621.34
Sponsored Research	294,249.56		294,249.56
<u>Total Gifts and Grants</u>	<u>\$ 180,805.98</u>	<u>\$ 532,791.40</u>	<u>\$ 713,597.38</u>
D. <u>Organized Activity</u>			
Computer Center	<u>\$ 23,630.46</u>		<u>\$ 23,630.46</u>
E. <u>Other Sources</u>			
Rental of Facilities & Miscellaneous	75,248.04		\$ 75,248.04
Other	<u>13,476.01</u>		<u>13,476.01</u>
<u>Total Other Sources</u>	<u>\$ 88,724.05</u>		<u>\$ 88,724.05</u>
<u>Total Educational and General</u>	<u>\$2,286,031.11</u>	<u>\$ 677,258.18</u>	<u>\$ 2,963,289.29</u>
II. <u>Auxiliary Enterprises</u>			
Athletics	\$ 849.89		\$ 849.89
Dormitories and Dining Room	513,677.90		513,677.90
Faculty Housing	76,485.00		76,485.00
Bookstore	136,227.16		136,227.16
Infirmary	2,185.55		2,185.55
Coop	<u>880.89</u>		<u>880.89</u>
<u>Total Auxiliary Enterprises</u>	<u>\$ 730,306.39</u>		<u>\$ 730,306.39</u>
III. <u>Student Aid</u>			
Scholarships and Fellowships	\$ 146,113.00	\$ 146,113.00	
Prizes	1,860.08		1,860.08
Post Baccalaureate Program	<u>225,097.11</u>		<u>225,097.11</u>
<u>Total Student Aid</u>	<u>\$ 373,070.19</u>	<u>\$ 373,070.19</u>	
<u>Total Income</u>	<u>\$3,016,337.50</u>	<u>\$ 1,050,328.37</u>	<u>\$ 4,066,665.87</u>

Statement of Expenditures

30 June 1968

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<b>1. Educational &amp; General Administration</b>			
<b>A-1. Administration</b>			
President's Office	\$ 66,341.78	\$	\$ 66,341.78
Provost's Office	31,318.92		31,318.92
Ad Hoc Committee	6,114.87		6,114.87
<b>A-2. Financial</b>			
Treasurer's Office	19,673.51		19,673.51
Development Office	95,113.49	270.30	95,383.79
Comptroller's Office	76,921.02		76,921.02
<b>Total Administration</b>	\$295,483.59	\$ 270.30	\$295,753.89
<b>B. General Expenses</b>			
<b>B-1. Student Services</b>			
Admissions	\$ 49,787.38		\$ 49,787.38
Registrar	16,324.07		16,324.07
Dean of College	14,621.46		14,621.46
Dean of Students	21,770.38		21,770.38
Buildings and Grounds	23,345.79		23,345.79
Guidance Counsellor	9,467.47		9,467.47
Student Activities	39,005.92		39,005.92
<b>Total Student Services</b>	\$174,322.47		\$174,322.47
<b>B-2. Staff Benefits</b>			
<b>Faculty</b>			
TIAA	\$ 97,996.46	\$ 2,370.00	\$100,366.46
Social Security	25,568.69	1,389.63	26,958.32
Medical Plan	10,012.02		10,012.02
Old Style Pensions	8,000.00		8,000.00
Disability Insurance	3,326.00		3,326.00
Tuition Grants	7,026.43		7,026.43
Moving Expenses	7,972.51		7,972.51
<b>Non-Faculty</b>			
TIAA	41,562.40		41,562.40
Social Security	19,699.27		19,699.27
Tuition Grants	8,985.96		8,985.96
Pensions	12,500.00		12,500.00
Disability Insurance	456.00		456.00
<b>Total Staff Benefits</b>	\$243,105.74	\$ 3,759.63	\$246,865.37
<b>B-3. General Institutional Expenses</b>			
Alumni Association	\$ 9,011.00	\$	\$ 9,011.00
Alumni Office	26,369.90		26,369.90
Public Relations Office	38,429.02		38,429.02
Commencement	4,888.00		4,888.00
Printing	15,000.00		15,000.00
Subscriptions and Memberships, etc.	13,156.65		13,156.65
Mail and Switchboard Service	21,014.77		21,014.77
Insurance (General)	4,896.17		4,896.17
Travel	1,248.01		1,248.01
Speakers	-	72,986.57	72,986.57
Entertainment	6,562.37		6,562.37
Addressograph Room	4,363.58		4,363.58
Other Expenses	-	15,364.20	15,364.20
Interest on borrowed funds	26,609.10		26,609.10
Inauguration expenses	13,781.85		13,781.85
Amortization of unfunded Dorm Costs	5,000.00		5,000.00
<b>Total General Institutional Expenses</b>	\$190,330.42	\$88,350.77	\$278,681.19
<b>Total General Expenses</b>	\$607,758.63	\$92,110.40	\$699,869.03

Statement of Expenditures30 June 1968

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<b>C. Instruction</b>			
Salaries	\$ 837,384.44	\$ 49,563.32	\$ 886,947.76
Supplies and Services	59,387.53	4,578.25	63,965.78
Faculty Secretaries	34,594.86		34,594.86
Telephone and Telegraph	8,930.58		8,930.58
Special Programs		17,068.49	17,068.49
<b>Total Instruction</b>	<b>\$ 940,297.41</b>	<b>\$ 71,210.06</b>	<b>\$1,011,507.47</b>
<b>D. Organized Activities</b>			
Computer Center	\$ 34,004.85	\$ 18,109.26	\$ 52,114.11
Language Laboratory	16.60		16.60
<b>Total Organized Activities</b>	<b>\$ 34,021.45</b>	<b>\$ 18,109.26</b>	<b>\$ 52,130.71</b>
<b>E. Sponsored Research</b>			
General	\$	\$ 20,114.88	\$ 20,114.88
Biology		150,737.70	150,737.70
Chemistry		26,514.76	26,514.76
Astronomy		29,751.75	29,751.75
Psychology		10,631.61	10,631.61
Physics		43,867.54	43,867.54
Political Science		12,173.91	12,173.91
African Studies		457.41	457.41
Faculty Research			
<b>Total Sponsored Research</b>	<b>\$ 5,000.00</b>	<b>\$ 294,249.56</b>	<b>\$ 299,249.56</b>
<b>F. Libraries</b>			
Salaries	\$ 132,924.42		\$ 132,924.42
Operating Expenses	13,140.15	6,647.69	19,787.84
Book Binding and Periodicals	8,000.00	62,312.22	70,312.22
<b>Total Libraries</b>	<b>\$ 154,064.57</b>	<b>\$ 68,959.91</b>	<b>\$ 223,024.48</b>
<b>G. Maintenance and Operation</b>			
<b>G1. Plant</b>			
Supervision	\$ 37,122.62		\$ 37,122.62
Janitorial Services	49,769.70		49,769.70
Repairs to Buildings	93,813.13	8,133.02	101,946.15
Equipment	17,846.57		17,846.57
Water, Heat, Light, Power	63,542.26		63,542.26
Grounds	57,475.12	1,857.05	59,332.17
Watchmen	29,408.90		29,408.90
<b>Total Plant</b>	<b>\$ 348,978.30</b>	<b>\$ 9,990.07</b>	<b>\$ 358,968.37</b>
<b>G2. General</b>			
Property Insurance	\$ 14,885.58		\$ 14,885.58
Auto Service	5,334.12		5,334.12
Social Security	9,931.81		9,931.81
<b>Total General</b>	<b>\$ 30,151.51</b>	<b>\$ 9,990.07</b>	<b>\$ 30,151.51</b>
<b>Total Maintenance and Operations</b>	<b>\$ 379,129.81</b>	<b>\$ 9,990.07</b>	<b>\$ 389,119.88</b>
<b>Total Educational &amp; General Administration</b>	<b>\$2,415,755.46</b>	<b>\$554,899.56</b>	<b>\$2,970,655.02</b>

Statement of Expenditures30 June 1968

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
11. <u>Auxiliary Enterprises</u>			
Athletics	\$ 52,880.60	\$ 52,880.60	
Dormitories	136,378.00		136,378.00
Dining Room	256,670.19		256,670.19
Faculty Housing	77,851.55		77,851.55
Infirmary	33,197.46		33,197.46
Bookstore	122,224.20		122,224.20
Coop	406.64		406.64
Serendipity Day Camp	3,000.00		3,000.00
<u>Total Auxiliary Enterprises</u>	<u>\$ 682,608.64</u>		<u>\$ 682,608.64</u>
111. <u>Student Aid</u>			
Scholarships	\$ 29,272.96	\$ 253,055.70	\$ 282,328.66
Fellowship	5,499.45		5,499.45
Employment	21,659.17	15,788.53	37,447.70
Prizes	50.00	1,487.47	1,537.47
Post Baccalaureate Program		225,097.11	225,097.11
<u>Total Student Aid</u>	<u>\$ 56,481.58</u>	<u>\$ 495,428.81</u>	<u>\$ 551,910.39</u>
<u>Total Expenditures</u>	<u>\$3,154,845.68</u>	<u>\$1,050,328.37</u>	<u>\$4,205,174.05</u>

## REPORT ON CONSOLIDATED FUNDS

### PRINCIPAL

### INCOME

Book Value 7/1/67	Increase (Decrease)	Book Value 6/30/68	FUNDS FOR GENERAL PURPOSES	Balance 7/1/67	Net Income	Expended	Special	Balance 6/30/68	Special Income Summary
\$ 120,594.55		\$ 120,494.55	General Endowment Fund	\$ 159.16	\$ 11,097.18	\$ 10,926.94	\$ 159.16(1)	\$ 170.24	
10,640.09		10,640.09	John M. Whittall Fund		1,060.54	1,060.54			
44,806.59		44,806.59	David Scull Fund		3,296.37	3,296.37			
11,364.35		11,364.35	Edward L. Scull Fund		1,283.74	1,283.74			
5,144.24		5,144.24	Wistar Morris Memorial Fund		665.83	665.83			
10,781.94		10,781.94	Israel Franklin Whittall Fund		1,085.76	1,085.76			
1,301,375.34		1,301,375.34	Jacob P. Jones Endowment Fund		143,129.64	143,129.64			
275,899.76		275,899.76	John Farnum Brown Fund		25,589.08	25,589.08			
21,493.67		21,493.67	Clementine Cope Endowment Fund		1,123.59	1,123.59			
42,394.72		42,394.72	Joseph E. Gillingham Fund		5,225.77	5,225.77			
9,160.24		9,160.24	Elizabeth H. Farmum Fund		1,155.12	1,155.12			
45,035.96		45,035.96	James R. Magee Fund		4,181.62	4,181.62			
1,500.00		1,500.00	Albert K. Smiley Fund		196.72	196.72			
39,515.48		39,515.48	Hinchman Astronomical Fund		4,403.57	4,403.57			
174,560.31		174,560.31	Walter D. & Edith M. L. Scull Fund		21,717.68	21,717.68			
26,771.00		26,771.00	Albin Garrett Memorial Fund		4,097.13	4,097.13			
24,381.59		24,381.59	Arnold Chase Scattergood Memorial Fund		1,834.82	1,834.82			
125,569.51		125,569.51	Francis B. Gummere Memorial Fund		14,111.07	14,111.07			
218,728.43		218,728.43	Isaac Sharpless Memorial Fund		22,916.93	22,916.93			
126,076.83		126,076.83	General Education Board Fund		15,046.77	15,046.77			
102,067.43		102,067.43	William Penn Foundation		11,505.76	11,505.76			
14,125.79		14,125.79	Walter Carroll Brinton Memorial Fund		1,769.25	1,769.25			
41,928.94		41,928.94	Corporation Fund		2,992.46	2,992.46			
10,000.00		10,000.00	Elizabeth J. Shortridge Fund		98.36	98.36			
5,527.31		5,527.31	Howard Comfort Memorial Fund		515.77	515.77			
67,520.19		67,520.19	Ellen W. Longstreth Fund		8,670.94	8,670.94			
5,150.00		5,150.00	Albert L. Baily Fund		636.83	636.83			
4,950.00		4,950.00	Elizabeth B. Wistar Warner Fund		583.87	583.87			
280,764.31		280,764.31	Alien Hilles Bequest		28,212.06	28,212.06			
7,000.00		7,000.00	Leonard L. Greif Jr. & Roger L. Greif Fund		702.40	702.40			

# REPORT ON CONSOLIDATED FUNDS – CONTINUED

## PRINCIPAL

Book Value 7/1/67	Increase (Decrease)	Book Value 6/30/68	Balance 7/1/67	Net Income	Expended	Special	Balance 6/30/68	Special Income Summary
<u>INCOME</u>								
2,500.00		2,500.00	Edward M. Wistar Fund	334.18	334.18			
1,429,792.09		1,429,792.09	Morris E. Leeds Fund	110,427.01	110,427.01			
12,000.00		12,000.00	J. Henry Scattergood Fund	1,047.94	1,047.94			
103,993.26		103,993.26	Parker S. Williams Fund	11,179.15	11,179.15			
6,581.02		6,581.02	Gilbert C. Fry Fund	539.74	539.74			
2,500.00		2,500.00	Daniel B. Boyer Fund	268.59	268.59			
10,000.00		10,000.00	Marriott C. Morris Fund	1,088.24	1,088.24			
200,143.64 \$	6,689.30	206,832.94	1949 Campaign Salary Fund	16,893.01	15,203.71 \$	1,689.30(2)		
395,726.92	3,355.38	399,082.30	Rufus M. Jones Fd. for Adv. of Teaching	33,553.83	30,198.45	3,355.38(2)		
36,178.02		36,178.02	William B. Bell Fund	2,900.40	2,900.40			
25,068.15		25,068.15	Dr. Thomas Wistar Fund	2,143.78	2,143.78			
37,187.20		37,187.20	Charles McCaul Fund	161.35	3,278.72	3,200.00(3)		240.07
5,000.00		5,000.00	Isaac & Lydia Cope Sharpless Fund	442.61	442.61			
4,500.00		4,500.00	Class of 1937 Fund	290.03	290.03	795.59(2)		
129,845.43	795.59	130,641.02	J. Horace Cook Fund	– 91.81	20,809.23	19,850.00(3)		71.83
345,000.00		345,000.00	The Ford Foundation Endowment Fund	21,697.51	21,697.51			
75,301.94		75,301.94	The Ford Foundation Accomplishment Fund	4,773.05	4,773.05			
12,426.18		12,426.18	Thomas Harvey Haines & Helen Hague Haines Fund	793.21	793.21			
10,000.00		10,000.00	Emily Bishop Harvey Fund	616.66	616.66			
8,932.50		8,932.50	Class of 1933–25th Anniversary Fund	525.87	525.87			
35,828.17		35,828.17	John E. Hume Fund	1,940.75	1,940.75			
10,000.00		10,000.00	Frederic H. Strawbridge Fund	542.26	542.26			
185,110.15		185,110.15	The William H. Collins Fund	10,143.83	10,143.83			
25,000.00		25,000.00	Mary Frances Nunn's Fund	58.96	1,373.28	1,350.00(3)		82.24
78,342.56		78,342.56	Ell Nichols Fund	3,866.37	3,866.37			
25,000.00		25,000.00	William Gibbons Rhoads Fund	1,081.82	1,233.30	940.00(4)		1,375.12
5,904.81	180.00	6,084.81	Class of 1911–50th Anniversary Fund	283.36	283.36			
7,275.67		7,275.67	Class of 1935–25th Anniversary Fund	340.49	340.49			
25,083.31	3,627.50	28,710.81	Class of 1937–25th Anniversary Fund	1,300.23	1,300.23			\$ 159.16(1)
25,148.45		25,148.45	Allen C. Thomas Fund	1,094.60	1,094.60			5,840.27(2)
21,147.97		21,147.97	Charles E. Gause Fund	920.58	920.58			24,400.00(3)
								940.00(4)

(continued)

-0— 7,107.75 Class of 1918-50th Anniversary Fund

\$ 6,471,846.01 \$ 21,755.52 \$ 6,493,601.53

-0-

\$ 410,523.06 \$ 3,725.75 \$ 414,248.81 Moses Brown Fund

\$ 1,369.48 \$ 595,548.44 \$ 563,638.99 \$ 31,339.43

\$ 1,939.50

FUNDS FOR WISTAR BROWN GRADUATE SCHOOL

FUNDS FOR MORRIS INFIRMARY

\$ 9,653.44	\$ 9,653.44 Infirmary Endowment Fund
5,059.50	5,059.50 John W. Pinkham Fund
<u>\$ 14,712.94</u>	<u>\$ 14,712.94</u>

FUNDS FOR HAVERFORD UNION

\$ 1,878.82 \$ 1,878.82 Haverford Union Fund

FUNDS FOR SCHOLARSHIPS

\$ 5,257.82	\$ 5,257.82 Thomas P. Cope Fund
6,069.23	6,069.23 Edward Yarnall Fund
19,817.40	19,817.40 Isaiah V. Williamson Fund
5,056.25	5,056.25 Richard T. Jones Scholarship Fund
7,013.61	7,013.61 Mary M. Johnson Scholarship Fund
7,919.76	7,919.76 Sarah Marshall Scholarship Fund
22,845.86	22,845.86 Clementine Cope Fellowship Fund
10,259.56	10,279.80 Isaac Thorne Johnson Scholarship Fund
11,662.39	11,662.39 Caspar Wister Memorial Scholarship Fund
5,155.85	5,155.85 J. Kennedy Moorhouse Scholarship Fund
18,591.13	18,591.13 Louis Jaquette Palmer Scholarship Fund
5,045.60	5,045.60 Paul W. Newhall Memorial Scholarship Fund
22,250.00	22,250.00 Robert Martin Zuckert Memorial Scholarship Fund
5,017.31	5,017.31 Samuel E. Hilles Scholarship Fund
3,000.00	3,000.00 Class of 1913-Scholarship Fund
11,200.00	11,200.00 Class of 1917-Scholarship Fund
10,000.00	10,000.00 Daniel B. Smith Fund
75,534.58	75,534.58 Sarah Tatum Hilles Memorial Scholarship Fund
52,325.01	52,325.01 Elihu Grant Memorial Scholarship Fund
17,050.00	17,050.00 Christian Febiger Memorial Scholarship Fund
5,000.00	5,000.00 Joseph L. Markley Memorial Scholarship Fund
30,000.00	30,000.00 Joseph C. & Anne N. Birdsall Scholarship Fund
3,000.00	3,000.00 Daniel E. Davis, Jr. Memorial Scholarship Fund
20,000.00	20,000.00 Jonathan E. Steere Scholarship Fund

\$ 37,257.52 \$ 33,531.77 \$ 3,725.75(2)

\$ 1,369.48 \$ 595,548.44 \$ 563,638.99 \$ 31,339.43

\$ 1,939.50

\$ 37,257.52 \$ 33,531.77 \$ 3,725.75(2)

\$ 1,369.48 \$ 595,548.44 \$ 563,638.99 \$ 31,339.43

\$ 1,939.50

**REPORT ON CONSOLIDATED FUNDS – CONTINUED**

**INCOME**

PRINCIPAL			INCOME				Special Income Summary	
Book Value 7/1/67	Increase (Decrease)	Book Value 6/30/68	Balance 7/1/67	Net Income	Expended	Special	Balance 6/30/68	
15,000.00		15,000.00 William Graham Tyler Memorial Scholarship Fund	37.90	1,500.65		1,450.00(3)	88.55	
4,800.00		4,800.00 1890 Memorial Scholarship Fund	—	3.37	355.60	325.00(3)	27.23	
52,212.69	438.97	52,651.66 1949 Campaign Scholarship Fund	—	420.63	4,389.70	3,600.00(3)	69.90	
17,058.28	223.79	17,282.07 Max Leuchter Scholarship Fund	99.69	1,324.10		1,200.00(3)	—0—	
25,000.00		25,000.00 A. Clement Wild Scholarship Fund	126.71	1,954.62		2,075.00(3)	6.33	
6,245.11		6,245.11 Caroline Chase Scholarship Fund	26.83	533.45		525.00(3)	35.48	
5,000.00		5,000.00 Roy Thurby Griffith Memorial Fund	23.74	442.66		480.00(3)	—13.60	
10,000.00		10,000.00 Class of 1904 Scholarship Fund	—	17.02	641.90	600.00(3)	24.88	
10,000.00		10,000.00 Inazo Nitobe Scholarship Fund	152.92	619.15		750.00(3)	22.07	
12,000.00	1,000.00	13,000.00 Summerfield Foundation Scholarship Fund	17.88	621.22		550.00(3)	89.10	
12,575.00		12,575.00 W. LaCoste Neilson Scholarship Fund	5.01	793.22		750.00(3)	48.23	
2,000.00		2,000.00 Rufus Matthew Jones Scholarship Fund	287.63	108.45		396.08		
12,800.00		12,800.00 Clinton P. Knight, Jr. New England S/F	28.29	670.90		650.00(3)	49.19	
10,000.00		10,000.00 The F of X Scholarship Fund	18.51	553.58		550.00(3)	22.09	
25,175.00		25,175.00 M. A. Ajzenberg Scholarship Fund	—	3.21	1,118.51	1,000.00(3)	115.30	
7,257.00		7,257.00 Class of 1912 Scholarship Fund	—	2.54	335.43	325.00(3)	7.89	
16,369.19		16,229.19 Class of 1936 Scholarship Fund	7.49	797.31		725.00(3)	79.80	
6,217.13		6,217.13 Archibald MacIntosh Scholarship Fund	—	199.65	435.01	200.00(3)	35.36	
7,500.00		10,000.00 Reader's Digest Foundation Scholarship Fund	197.37	339.97		400.00(3)	137.34 \$ 683.00(2)	
228,437.50		228,437.50 The Jose Padin Puerto Rican School Fund	5,614.50	9,834.88		3,753.80(3) 270.30(5)	9,425.28 62,871.30(3)	
—0—	55,559.63	55,559.63 Howard M. Cooper Scholarship Fund	—0—	4,159.98		2,000.00(6) 4,160.00(3)	.02 270.30(5)	
—0—	26,093.83	26,093.83 Alphonse N. Bertrand Scholarship Fund	—0—	1,670.32		1,637.50(3)	32.82 2,000.00(6)	
\$ 864,718.26	\$ 93,696.46	\$ 958,414.72	\$ 9,290.93	\$ 72,232.71	\$ 65,824.60	\$ 15,699.04		
FUND FOR THE LIBRARY								
\$ 27,435.06		\$ 27,435.06 Alumni Library Fund	—0—	6,605.35	\$ 1,959.66	\$ 1,959.66	\$ 417.98(2) 687.87(4) 5,500.00(6)	
70,200.32	417.98	70,618.30 Mary Farmum Brown Library Fund	69.32	117.27			152.90(6) 33.69	
5,000.00		5,000.00 William H. Jenks Library Fund	3,876.09	2,110.99			1,922.10(6) 4,064.98	
20,306.74		20,306.74 Mary Wistar Brown Williams Library Fund	—0—	21,054.38	16,054.38	5,000.00(6)	—0—	
173,078.14		173,078.14 Anna Yarnall Fund	101.99	75.66			74.35(6) 103.30	
635.47		635.47 F. B. Gummere Library Fund	133.35	126.10				
1,002.34		1,002.34 Edmund Morris Ferguson, Jr. Memorial Fund					259.45 (continued)	

6,550.00	6,550.00 Class of 1888 Library Fund	91.02	825.96	102.22(6)	814.76
1,253.52	1,253.52 Class of 1918 Library Fund	104.71	157.63	98.86(6)	163.48
600.00	600.00 Quakeriana Fund	279.46	260.55	189.31(6)	350.84
1,500.00	1,500.00 Mohonk Fd. for Rufus M. Jones Coll. Myst.	62.66	166.67	40.40(6)	184.93

FUNDS FOR THE LIBRARY (Cont.)

\$ 5,000.00	\$ 5,000.00 Rufus M. Jones Book Fund	\$ 4,718.60	\$ 543.49	\$ 1,654.46(6)	\$ 3,420.64
38,740.58 \$	327.49 39,068.07 1949 Campaign Library Fund	819.92	3,274.93	327.49(2)	3,465.16
2,336.47	2,336.47 Class of 1909 R.M. Jones Memorial Library Fund	252.69	321.06	302.20(6)	573.75
1,100.00.	1,335.00 Rayner W. Kelsey Fund	156.92	52.96	209.88	\$ 745.47(2)
13,640.96	13,640.96 Sara & Francis Pawling Library Fund	777.07	649.47	1,426.54	687.37(4)
70,600.00	70,600.00 Joseph R. Grundy Library Fund	476.49	3,041.64	5,267.77(6)	1,749.64 20,304.57(6)
1,362.50	628.75 1,991.25 Carlisle & Barbara K. Moore Fund	67.29	71.85	139.14	
\$ 440,342.10 \$	\$ 1,609.22 \$ 441,951.32	\$ 11,800.59	\$ 41,411.73 \$ 18,014.04	\$ 21,737.41	\$ 13,460.87

FUNDS FOR OLD STYLE PENSIONS

\$ 41,237.08	\$ 41,237.08 President Sharpless Fund	\$ 4,797.01	\$ 4,797.01		
36,758.66	36,758.66 William P. Henszey Fund	4,681.00	4,681.00		
68,113.78	68,113.78 Jacob P. Jones Benefit Fund	6,214.42	6,214.42		
3,272.24	3,272.24 Pliny Earle Chase Memorial Fund	393.43	393.43		
77,718.39 \$— 3,564.80	74,153.59 Haverford College Pension Fund	8,793.26	8,793.26		
\$ 227,100.15 \$— 3,564.80	\$ 223,535.35	\$ 24,879.12	\$ 24,879.12		

FUNDS FOR SPECIAL PURPOSES

\$ 5,248.00	\$ 5,248.00 Thomas Shipley Fund	\$ 1,758.83	\$ 660.81	\$ 562.05(4)	\$ 1,857.09
1,126.75	1,126.75 Elliston P. Morris Fund	— 502.63	30.26	— 472.37	
4,197.87	4,197.87 John B. Garrett Reading Prize Fund	1,622.08	389.65	150.00(7)	1,861.73
9,227.07	9,227.07 Special Endowment Fund	4,767.30	796.95	\$ 5,564.15	—0—
2,296.88	2,296.88 Scholarship Improvement Prize Fund	1,856.26	302.64	95.00(7)	2,063.90
1,727.00	1,727.00 Elizabeth P. Smith Fund	2,134.34	218.15	110.75(6)	2,241.74
2,546.88	2,546.88 S. P. Lippincott History Prize Fund	358.51	340.47	1,000.00(7)	303.08
5,120.30	5,120.30 Francis Stokes Fund	1,215.23	645.68	1,860.91	
7,148.99	7,574.06 George Peirce Prize Fund	—0—	575.07	525.07(2)	—0—
2,155.00	2,155.00 Lyman Beecher Hall Prize Fund	1,863.00	278.68	50.00(7)	2,041.68
1,397.75	1,397.75 Newtown Prize Fund	871.94	370.73	100.00(7)	58.36(6)
2,400.00	2,400.00 Edward B. Conklin Athletic Fund			50.00(7)	1,134.31
14,362.75	14,362.75 Edward Woolman Arboretum Fund	388.95	1,306.45	1,200.00(8)	495.40
2,000.00	2,000.00 William Ellis Scull Prize Fund	2,443.18	252.20	50.00(7)	2,645.38

# REPORT ON CONSOLIDATED FUNDS – CONTINUED

## PRINCIPAL

	Book Value 7/1/67	Increase (Decrease)	Book Value 6/30/68	Balance 7/1/67	Net Income	Expended	Special	Balance 6/30/68	Special Income Summary
\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	Paul D. I. Maier Fund	\$ -0-	\$ 126.10	\$ 106.10	\$ 20.00(2)	\$ -0-	
3,839.54		3,839.54	Strawbridge Observatory Maintenance Fund	1,163.25	482.96		3,774.48(5)	-2,128.27	
8,102.24	\$ 40.88	8,143.12	Jacob & Eugenie Bucky Memorial Fund	- 206.94	747.82		40.88(2)	500.00	
2,498.39	145.63	2,644.02	Mathematics Department Prize Fund		215.63		145.63(2)	-0-	
2,491.50		2,491.50	William T. Etikton Fund	2,195.90	313.99		1,380.00(9)	1,129.89	
7,000.00		7,000.00	Tilney Memorial Fund	1,014.81	804.52		188.03(4)	1,631.30	
142.90		142.90	Class of 1902 Latin Prize Fund	69.77	17.65		10.00(2)	77.42	
6,315.00		6,315.00	Class of 1898 Gift	2,877.41	673.37		2,745.63(4)	805.15	
1,006.50		1,006.50	Edmund J. Lee Memorial Award Fund	534.18	107.19			641.37	
1,849.70	115.00	1,964.70	David R. Bowen Premedical Fund	695.31	109.48		108.00(5)	696.79	
15,043.62		15,043.62	Jonathan & Rachel Cope Evans Fund	2,629.35	1,256.01		3,200.00(3)	57.35	
1,457.44		1,457.44	Edward Hawkins Memorial Fund	155.59	128.62			284.21	
500.00		500.00	William W. Baker Prize Fund	130.03	37.83		25.00(7)	142.86	
300.00		300.00	John G. Wallace Award Fund	- 35.93	15.13		27.40(7)	-	
4,000.00		4,000.00	Christian Religion & Thought Fund	363.94	245.90		25.75(5)	519.09	711.51(2)
2,784.38		2,784.38	The Kurzman Prize Fund	74.52	151.32		65.00(7)	150.00(7)	75.84
95,420.70		95,420.70	The Scholars in the Humanities Fund	5,180.02	4,562.46		7,116.41(5)	2,626.07	3,495.71(4)
48,895.37	4,860.00	53,755.37	Fund for the Dev. of the Nat. Beauty Haverford Campus	2,101.17	2,213.43		1,462.81(1)	1,851.79	11,024.64(5)
4,186.96	80.00	4,266.96	The Class of 1964 Faculty Salary Fund	348.09	179.06		1,000.00(8)	527.15	465.01(6)
5,005.00		5,005.00	Henry S. Drinker Music Fund	534.53	218.15			752.68	962.10(7)
23,584.60		23,584.60	Electronics Research Fund	2,354.29	1,032.76		704.24(10)	2,682.81	2,200.00(8)
100,000.00		100,000.00	Old Dominion Foundation Fellowship in the Humanities Fund		4,000.00	4,000.00		-0-	1,380.00(9)
-0-	550.00	550.00	Ada Steffen Wright Memorial Cup						704.24(10)
								11.00	11.00
									\$ 28,869.15
									\$ 40,955.78
									\$ 24,064.02
									\$ 10,544.26
									\$ 25,606.39
									\$ 1,797.50
									16,637.67(1)
									- 2,602.42
									-0-
									219.32
									-0-
									2,356.77

## REPORT ON NON-CONSOLIDATED FUNDS

\$ 31,623.45	\$ 2,223.50	\$ 33,846.95	John Farnum Memorial Fund	-0-	\$ 1,797.50	\$ 1,797.50	
321,300.00	- 3,092.60	318,207.40	Anonymous Trust	- 1,712.92	15,748.17		16,637.67(1)
-0-		-0-	Nathan Branson Hill Trust	-0-	219.32		219.32
-0-		-0-	W. Percy Simpson Trust	-0-			2,356.77

-0-		Henry C. Brown Trust	-0-	101.69	101.69
30,603.32		30,603.32 Philip B. & Louise S. Deane Fund	-0-	969.18	969.18(1)
-0-		D. Robert Yarnall Trust		1,725.00	1,725.00
31,832.69	708.80	32,541.49 Augustus Taber Murray Research School Fund	900.00	1,608.80	708.80(2) 1,800.00
		REPORT ON NON-CONSOLIDATED FUNDS (Cont.)			
\$ 85,868.27		\$ 85,868.27 Walter R. Faries Scholarship Fund	\$ 166.80	\$ 3,608.76	\$ 3,608.64(1) \$ 166.92
4,223,034.21	533,242.41	4,756,276.62 Wm. Pyle Phillips Fund ) General ) Special	98,934.75	98,934.25	22,428.05(6) 60,697.08(11) 151,796.20
1,299,000.00		1,299,000.00 T. Kite Sharpless Fund	135,987.07	98,934.26	
\$ 6,023,261.94	\$ 533,082.11	\$ 6,556,344.05			\$ 135,340.95 \$ 226,003.70 \$ 105,134.53 \$ 105,049.42 \$ 151,160.70

#### SUMMARY OF CONSOLIDATED AND NON-CONSOLIDATED FUNDS

	Book Value 7/1/67	Increase	Decrease	Book Value 6/30/68	Net Income
Funds for General Purposes	\$ 6,471,846.01	\$ 21,755.52		\$ 6,493,601.53	\$ 595,548.44
Funds for T. Wistar Brown Graduate School	410,523.06	3,725.75		414,248.81	37,257.52
Funds for Morris Infirmary	14,712.94	-0-		14,712.94	1,791.98
Funds for Haverford Union	1,878.82	-0-		1,878.82	136.19
Funds for Scholarships	864,718.26	93,696.46		958,414.72	72,232.71
Funds for Library	440,342.10	1,609.12		441,951.32	41,411.73
Funds for Old Style Pensions	227,100.15	\$3,564.80		223,535.35	24,879.12
Funds for Special Purposes	396,379.08	6,316.58		402,695.66	24,064.02
Gains	4,551,773.57	739,557.57	5,820.19	5,285,510.95	
Total Consolidated Funds	\$13,379,273.99	\$ 866,661.10	\$9,384.99	\$14,236,550.10	\$ 797,321.71
Total Non-Consolidated Funds	6,023,261.94	533,082.11		6,556,344.05	226,003.70
<b>TOTAL FUNDS</b>	<b>\$19,402,535.93</b>	<b>\$1,399,743.21</b>	<b>\$9,384.99</b>	<b>\$20,792,894.15</b>	<b>\$1,023,325.41</b>

The Book Value increased \$1,399,743.21 as follows:

Additions to funds	\$ 115,397.46
Income transferred to principal	12,414.87
Net gains on securities sold or called:	
Consolidated Investments	739,557.57
Wm. Pyle Phillips Investments	533,242.41
John Farnum Memorial Fund	2,223.50
Loss (Anonymous Trust)	- 3,092.60
Net increased in Consolidated and Non-Consolidated Funds	\$1,399,743.21

#### NOTE: KEY TO FIGURES

1. Life Interest
2. Income to Principal
3. Scholarships
4. Lectures
5. Miscellaneous
6. Books & Library
7. Prizes
8. Plants & Services
9. International Relations
10. Equipment
11. Visitors

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1968

**NOTE:** There is also held \$56,614.06 in financial stock not included in the above figures, being the holdings in C. WHARTON STORK ART GIFT FUND which is not included in the funds. This fund has an overdraft in principal cash of \$33,414.06.

ADDITIONS TO FUNDS1967 - 19681949 CAMPAIGN SALARY FUND

From Endeavor Foundation \$ 5,000.00

CLASS OF 1911-50TH ANNIVERSARY FUND

From various donors 180.00

CLASS OF 1937-25TH ANNIVERSARY FUND

From various donors 3,627.50

CLASS OF 1918-50TH ANNIVERSARY FUND

From various donors 7,107.75

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

From Foundation - William Felstiner 1,000.00

THE CLASS OF 1936 SCHOLARSHIP FUND

From various donors 860.00

ARCHIBALD MACINTOSH SCHOLARSHIP FUND

From - Anonymous	500.00
80 Maiden Lane Fdn.	1000.00
Endeavor Fdn.	5000.00
Robert G. Wilson	500.00
	7,000.00

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

From Foundation - additional grant 2,500.00

HOWARD M. COOPER SCHOLARSHIP FUND

From Trust of Emily Cooper Johnson 55,559.63

ALPHONSE N. BERTRAND SCHOLARSHIP FUND

From Bequest of Alphonse N. Bertrand 26,093.83

RAYNER W. KELSEY FUND

From various donors 235.00

CARLISLE & BARBARA K. MOORE FUND

From Mr. &amp; Mrs. Carlisle Moore 628.75

DAVID R. BOWEN PREMEDICAL FUND

From Lewis H. Bowen 115.00

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

From John A. Silver 4,860.00

THE CLASS OF 1964 FACULTY SALARY FUND

From various donors 80.00

ADA STEFFEN WRIGHT MEMORIAL CUP

From Willard M. Wright and Alla Tomashevsky Wright Kidder, Peabody & Co.	450.00 100.00	550.00
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TOTAL \$115,397.46

JOHN SHINN STUDENT LOAN FUND

From the Bequest of Ernest R. Reynolds \$116,684.64

**PRICE WATERHOUSE & CO.**

**INDEPENDENCE MALL WEST**

**PHILADELPHIA 19106**

**October 14, 1968**

**Board of Managers**

**The Corporation of Haverford College**

In our opinion, the accompanying statement of cash transactions and book value of the William Maul Measey Trust presents fairly, on a basis consistent with that of the preceding year, the income and principal transactions of the Trust for the year ended June 30, 1968 and cash balances and book value at that date in accordance with the provisions of the Trust agreement. Our examination of this statement was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

*Price Waterhouse & Co.*

**WILLIAM MAUL MEASEY TRUST**

This trust was established by William Maul Measey by agreement dated June 27th, 1952 and supplementary agreement dated April 26th, 1958.

The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education.

In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students.

The capital of the trust is to be invested solely in common or ordinary corporate shares.

WILLIAM MAUL MEASEY TRUST

Statement of Cash Transactions

And Book Value

For the Year Ended June 30, 1968

Book value of Trust at July 1, 1967	\$ 1,508,864.22
Realized capital gains	<u>319,928.37</u>
Book value of Trust at June 30, 1968, including principal cash	<u>\$1,828,792.59</u>

Cash Statement of Receipts and Expenditures

Principal

Cash balance July 1, 1967	\$ 4,364.06
Investments realized	<u>343,272.24</u>
	\$ 347,636.30
Investments made	\$ 323,623.21
Cash balance June 30, 1968	<u>24,013.09</u>
	\$ 347,636.30

Income

Cash balance July 1, 1967 representing prior year income and reserve	\$ 108,236.24
Disbursements in year	
To Haverford College for administration of Trust	\$ 10,474.90
To Haverford College for aid to 81 students	52,374.51
To secondary schools for aid to 69 students	<u>44,000.00</u>
	<u>106,849.41</u>
Current year income	1,386.83
Income from investments July 1, 1967 to June 30, 1968	108,456.19
Interest earned from savings fund account	<u>2,321.57</u>
	<u>110,777.76</u>
Cash balance June 30, 1968	\$ 112,164.59

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

## TRUST FUNDS

### W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees

This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is 3/40th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

### HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee

Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

### NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

### MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948

This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

ENDOWMENT FUNDS  
FUNDS FOR GENERAL PURPOSES

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GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gilde-meister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jeannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20 \$4,015; 1966, gifts of Henry G. Hood, Jr. \$20; Silas J. Ginsburg, M.D. \$62.50; James S. Maier \$2,649.41; legacy of Richard Cadbury '07 \$500; legacy of Thomas Parke '23 \$2,000. Present book value \$120,594.55. The income is used for salaries and scholarships.

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$33,846.95.

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whitall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

### **EDWARD L. SCULL FUND**

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on the subjects of diet and reading."

### **WISTAR MORRIS MEMORIAL FUND**

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

### **ISRAEL FRANKLIN WHITALL FUND**

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whitall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

### **JACOB P. JONES ENDOWMENT FUND**

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

### **JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS**

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value,

\$275,899.76. The income only is to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

#### CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

#### JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

#### ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

#### JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

#### ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

### THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

### WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

### ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

### ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

### FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stogdell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

### **ISAAC SHARPLESS MEMORIAL FUND**

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

### **GENERAL EDUCATION BOARD FUND**

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

### **HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT**

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$801,035.69. Amortization of 1½% is to be applied to the annual reduction of the investment.

## WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair of lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to provide adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

## WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

## CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762 acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$41,928.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

## ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shorridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

## HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912 and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

### ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bry Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28, together with further realization on residuary assets and additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

### ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150. The income is used for general purposes. Present book value, \$5,150.00.

### ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

### T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to use other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

### **LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND**

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

### **EDWARD M. WISTAR FUND**

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00.

### **MORRIS E. LEEDS FUND**

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

### **J. HENRY SCATTERGOOD FUND**

Founded Tenth Month 1947, by donations totalling \$1660 made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the President of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

### **PARKER S. WILLIAMS FUND**

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

### GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U. S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in rememberance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

### DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

### MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

### 1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$206,832.94.

### THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford camapaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$399,082.30.

#### WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least  $\frac{1}{2}$  thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half ( $\frac{1}{2}$ ) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$4,756,276.62.

#### WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

#### DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

#### THE CHARLES McCaul FUND

Founded in 1953 by a bequest of  $\frac{1}{8}$ th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that

the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

#### ISAAC & LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

#### CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester, '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

#### J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1939, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$130,641.02.

#### THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

#### THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. Present book value, \$75,801.94.

### **THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND**

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used to "promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

### **EMILY BISHOP HARVEY FUND**

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

### **CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND**

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value, \$8,932.50.

### **JOHN E. HUME FUND**

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

### **FREDERIC H. STRAWBRIDGE FUND**

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

### **WILLIAM H. COLLINS FUND**

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

### **MARY FRANCES NUNNS FUND**

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

### ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764.

The present book value of the fund is \$78,342.56.

### WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

### PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

### CLASS OF 1911 — FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$6,084.81.

### THE CLASS OF 1935 — TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275,67.

### THE CLASS OF 1937 — TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library and the income is currently used for this purpose. Present book value is \$28,710.81.

### ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

### CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,147.97.

### CLASS OF 1918 — 50TH ANNIVERSARY FUND

This fund was established in 1968 by gifts from the members of the Class of 1918 in celebration of their 50th anniversary, and in memory of their classmate Bennett S. Cooper. Principal and income are to be used for the general purposes of the College. Present book value is \$7,107.75.

### FUND FOR GRADUATE SCHOOL MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$414,248.81. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten per cent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created.

In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

FUNDS FOR INFIRMARY  
INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

FUND FOR HAVERFORD UNION  
HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

FUNDS FOR SCHOLARSHIPS  
THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships.

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

### MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

### SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

### CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

### ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,279.80. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

### CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13, was received. Present book value, \$11,662.39.

### J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates A man, modest loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value \$5,155.85.

### LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (\$5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds and any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$18,591.13.

### PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

### ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

### SAMUEL E. HILLES SCHOLARSHIP FUND

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

### CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month, 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

### THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as "The Augustus Taber Murray Research Scholarship.' The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awaded upon such terms and conditions as the College may from time to time establish to students

who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$32,541.49.

#### THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1) — To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48, increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2) — To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

#### DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be give to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

#### SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of

annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

### ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000. The fund is increased as a number of trusts created by William T. Grant terminate.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$52,325.01.

### CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

### **JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND**

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need."

### **JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND**

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine — the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. Present book value, \$30,000.

### **DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND**

Founded by gifts made First Month 20 and Second Month 17, 1948, totaling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

### **JONATHAN M. STEERE SCHOLARSHIP FUND**

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should

the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

#### WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

#### 1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, and \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000 and 1966-67, \$500. Present book value, \$4,800.

#### 1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$52,651.66.

### MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the Vineland *Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund reaches proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$17,282.07.

### A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

### CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall

be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

#### ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

#### CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its decreased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

#### INAZO NITOBE SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

#### THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be used for scholarship purposes. Present book value, \$13,000.00.

#### W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

### WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College." Present book value, \$85,868.27.

### RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

### CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Manager, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

### GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

### THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." Income from this fund is to be available "to a student entering the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathematics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

### M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. & Mrs. Walter Selove, \$1,050. The present book value is \$25,175.

### THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

### THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$17,229.19.

### ARCHIBALD MacINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. Present book value is \$13,217.13.

### READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

This fund was established in July 1965 by a grant of \$2,500 from the Reader's Digest Foundation and additional grants. The income only is to be used for scholarship purposes. Present book value \$10,000.

### THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND

This fund was established in October, 1966, by a gift from Paulina C. Padín in memory of her husband, Dr. José Padín, of the class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the college. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country. The present book value of the fund is \$228,437.50.

### THE HOWARD M. COOPER SCHOLARSHIP FUND

Upon her death, on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Preparative Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a lifelong member. The present book value is \$55,449.63.

## ALPHONSE N. BERTRAND SCHOLARSHIP FUND

This fund came to the College as a bequest from Alphonse N. Bertrand, of Swarthmore, who died October 25, 1966.

The income only is to be used to "make non-interest bearing loans to students at the College who, in the opinion of the authorities of the College are of good intellectual promise and who are in need of financial assistance . . ."

The present book value is \$26,093.83.

## GEORGE F. BAKER SCHOLARSHIP GRANT

This first grant of \$50,000 made in 1968 is to be used for scholarship aid program for students whom the College considers to have an aptitude and potential interest in careers in business. The principal of the fund is to be fully spent, at the rate of approximately  $\frac{1}{3}$  of the original grant each year. Expenditures may include financial aid to students, costs of administering the program, summer internships, and related service to acquaint students with business opportunities, and portions of staff time costs included in the operation of the program. It is expected that additional grants will be made each three years for at least three grants, and possibly four. Earned interest is to be applied to the fund. Reports are to be made annually to the Trust.

## FUNDS FOR THE LIBRARY ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund of \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. 1966 additional gift from an anonymous donor of \$10,000. Present book value, \$27,435.06. The income is used for binding and miscellaneous expenses of the Library.

## MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$70,618.30. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

### WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

### MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74

### ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

### F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

### EDMUND MORRIS FERGUSSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Ferguson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34.

### CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

### CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52.

### QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

### MOHONK FUND

#### FOR THE RUFUS JONES COLLECTION OF MYSTICISM

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N. Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

### RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

### 1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,100 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$39,068.07.

### THE CLASS OF 1909

#### RUFUS M. JONES MEMORIAL LIBRARY FUND

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

### RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collection. It was added to by her friends.

The income is to be used to strengthen the Library collection of books and

to promote sound scholarship in the field of American history. The present book value is \$1,335.00.

#### THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

#### JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$70,600.

#### CARLISLE AND BARBARA K. MOORE FUND

This fund was begun in 1966 by gifts from Carlisle and Barbara K. Moore. The fund is to be used for the purchase of books for the Library. Present book value, \$1,991.25.

#### FUNDS FOR PENSIONS PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

#### WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

### JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

### PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

### HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$74,153.59. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

### FUNDS FOR SPECIAL PURPOSES THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

### ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than

three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

#### JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

#### SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from any anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

#### SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

#### ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

#### S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88,

from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

#### FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

#### GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income in capitalized, as requested by the founders of the fund. Present book value, \$7,674.06.

#### LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

#### NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

#### EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin

'95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

#### EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

#### WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

#### PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

#### STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipment of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

#### C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

## JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God<sup>1</sup>; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.<sup>2</sup>

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

In 1945-1946, 1954-55 and 1966-67, further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$8,143.12.

## MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,644.02.

## WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was

1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America — "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

\$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

#### TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a futher gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

#### CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was trans-

ferred to the income account of this fund.

#### CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

#### EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

#### THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$1,964.70.

#### JONATHAN & RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expira-

tion of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

#### EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44.

#### WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued, I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

#### JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

#### CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

#### THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the

department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

#### THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. In 1966, a bequest of \$58,520.70 from Christine L. Hires was added to the fund. The present book value is \$95,420.70.

#### FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus. The fund was increased in 1966-68 by further gifts of John A. Silver and bequest of Bernard Lester of \$16,145.37.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$53,755.37.

#### THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 fund for increasing faculty salaries was started with one-hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty

in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$4,266.96.

#### HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center, the income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. In addition to the fund, many contributions were applied towards the cost of remodeling the William Wistar Comfort house into the music center. In 1966 a bequest of Sigmund Spaeth of \$1,000 was received. Present book value, \$5,005.

#### ELECTRONICS RESEARCH FUND

By a legacy of \$10,000 and a portion of the residuary estate, this fund was established in 1965 under the will of Bettine Paddock Blake. The fund is to be used "for research, study and teaching in the field of electronics, or if this in the judgment of the Board of Managers is not practicable, for these purposes in other areas in the field of physical sciences. Present book value, \$23,584.60.

#### OLD DOMINION FOUNDATION FELLOWSHIP IN THE HUMANITIES FUND

Established by a grant from the Old Dominion Foundation, for fellowships to selected members of Haverford Humanities faculty for such activities as scholarly research; writing, or publications, or for creative writing; for travel or study abroad; for post-doctoral study at a major university or intellectual center; for curriculum planning; or for some other activity important for the teacher's intellectual development or refreshment.

The fund is to be expended over a period of approximately five years. Present book value \$100,000.

#### ADA STEFFEN WRIGHT MEMORIAL CUP

The fund for this cup was donated by Willard M. Wright, Jr., Haverford '34 and Alla Tomashevsky Wright, Swarthmore '33, as a Memorial to Mr. Wright's mother. It is awarded annually to that member of the Haverford College football team and that member of the Swarthmore College football team each of whom, in the opinion of the respective coaching staffs, demonstrates the highest degree of sportsmanship and inspirational play during the game. The present book value is \$550.

#### CLASS OF 1934 REVOLVING LOAN FUND

Established in 1959 by gifts from the class of 1934 (100% participation) to the amount of \$10,784, the 1934 Loan Fund, both principal and interest, is to be

used for loans to deserving undergraduates, with preference being given to incoming freshmen. The main consideration in the granting of loans is the need of the recipient. This fund, which at present amounts to \$10,121.23, may be increased by new gifts.

#### JOHN SHINN STUDENT LOAN FUND

This fund was established by the Will of Ernest R. Reynolds, who died May 19, 1966, a resident of Long Beach, California.

The loan fund established by this bequest is named for a Quaker ancestor of Ernest Reynolds, who came to America in 1680 acquiring land from William Penn.

Haverford College is to administer the fund, with any additions, "for the benefit of worthy students, charging said students 4% per annum on unpaid principal thereof, and such interest rate shall continue unless, in the discretion of the Trustees, the economic condition of the times warrants a greater or lesser amount." Both principal and interest may be used in making loans. The fund at present amounts to \$116,684.64.

#### FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956; Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund.

# CAMPUS VISITORS, 1967-68

## COLLECTION VISITORS

DIK VISSER  
Guitarist

NICHOLAS NICOLAIDIS  
Secretary General of the Center Union  
Party of Greece in Exile

ALLISON NELSON and  
HARRY LEE NEAL  
Duo Pianists

GERARD T. KUIPER  
Astronomer

LORD CARADON  
Permanent Representative of  
Great Britain to the United Nations

HORACE CHAMPNEY  
Member of the Phoenix Crew

## WILLIAM PYLE PHILIPS FUND

J. FRANK ADAMS  
Professor of Mathematics  
University of Manchester, England

BERNARD W. AGRANOFF  
Coordinator of Biological Sciences  
University of Michigan Mental  
Health Institute

DONALD ANDERSON  
Associate Professor of Mathematics  
Massachusetts Institute of Technology

MICHAEL ATIYAH  
Professor of Mathematics  
Oxford University and  
Institute for Advanced Study

RICHARD BRAUER  
Professor of Mathematics  
Harvard University

EDGAR H. BROOKES  
Former Senator, Union of South  
Africa Parliament  
Representing Natal and Zululand

LORD CARADON  
Permanent Representative  
United Kingdom Mission to the  
United Nations

SEYMOUR CHATMAN  
Professor of Speech  
University of California, Berkeley

MELVIN J. COHEN  
Professor of Biology  
University of Oregon

ROBERT COLES  
Child Psychiatrist  
Harvard University Health Services

JAMES W. CRONIN  
Professor of Physics  
Princeton University

WILLIAM M. FAIRBANK  
Professor of Physics  
Stanford University

GEORGE L. GERSTEIN  
Associate Professor of Biophysics  
Johnson Foundation  
University of Pennsylvania

CARL GUSTAV HEMPEL  
Stuart Professor of Philosophy  
Princeton University

J. H. HEXTOR  
Professor of History  
Yale University

F. E. P. HIRZEBRUCH  
Professor of Mathematics  
Bonn University, Germany

HEINZ HOPF  
Swiss Federal Institute of Technology  
Zurich

LARS HORMANDER  
Professor of Mathematics  
Institute for Advanced Study  
Princeton

CLYDE A. HUTCHISON, JR.  
Eisendrath Professor of Chemistry  
Enrico Fermi Institute for Nuclear Studies  
University of Chicago

EDUARD KELLENBERGER  
Institute of Molecular Biology  
Universite de Geneve, Switzerland

DANIEL E. KOSHLAND, JR.  
Professor of Biochemistry  
University of California, Berkeley

LEIF KRISTENSEN  
Professor of Mathematics  
Aarhus University, Denmark

GERARD P. KUIPER  
Lunar and Planetary Laboratory  
University of Arizona

ARTHUR S. LALL  
Adjunct Professor of International Affairs  
Columbia University

T. D. LEE Professor of Physics Columbia University	HANS RIS Professor of Zoology University of Wisconsin
SAMUEL R. LEVIN Professor of English Hunter College of the City of New York	ALLAN R. SANDAGE Mt. Wilson and Palomar Observatories Pasadena
W. N. LIPSCOMB Professor of Chemistry Harvard University	FRED SANGER Laboratory of Molecular Biology Cambridge University, England
LOUIS LIPSITZ Associate Professor of Political Sciences University of North Carolina	HOWARD SCHACHMAN Professor of Molecular Biology University of California, Berkeley
OLE MAALE Professor of Microbiology University of Copenhagen, Denmark	MICHAEL SCRIVEN Professor of Philosophy University of California, Berkeley
ALBERT H. MARCKWARDT Professor of English and Linguistics Princeton University	JEAN-PIERRE SERRE Professor of Mathematics College de France and Institute for Advanced Study, Princeton
JOHN C. MOORE Professor of Mathematics Princeton University	GRACE SIMPSON Tutor in Archaeology Oxford University, England
JOHN W. MOORE Professor of Physiology Duke University School of Medicine	NEIL SMELSER Professor of Sociology University of California, Berkeley
EARL L. MUETTERIES Research Director Central Research Department, D E. I. du Pont de Nemours Co.	WILLIAM A. STEWART Center for Applied Linguistics Washington, D. C.
ALFRED NISONOFF Professor of Microbiology University of Illinois Medical Center Chicago	HANS-LUKAS TEUBER Professor of Psychology Massachusetts Institute of Technology
RICHARD M. OHMANN Professor of English Wesleyan University	HIROSI TODA Professor of Mathematics Kyoto University, Japan
DANIEL QUILLEN Associate Professor of Mathematics Massachusetts Institute of Technology	JEAN-LOUIS VERDIER Professor of Mathematics University of Strasbourg, France
JOSEPH RABEN Associate Professor of English Queens College of the City University of New York	AARON WILDAVSKY Professor of Political Science University of California, Berkeley
DONG-SANG RIM Professor of Mathematics University of Pennsylvania	W. K. WIMSATT Professor of English Yale University

### SCHOLARS IN THE HUMANITIES FUND

- |  |   |
|--|---|
| H. G. GADAMER<br>Professor of Philosophy<br>University of Heidelberg, Germany    | P. LAL<br>Professor of English<br>University of Calcutta, India                                     |
| P. T. GEACH<br>Professor of Philosophy<br>University of Leeds, England           | RAYMOND H. MCPHEE<br>Director of Public Affairs<br>WFIL-TV, Philadelphia                            |
| GESHE GELDEN<br>Tibetan Lamasery<br>Farmingdale, New Jersey                      | ABBOT ZENKEI SHIBAYAMA<br>Nanzenji Zen Monastery<br>Sakyo-ku, Kyoto, Japan                          |
| ALAN GOWANS<br>Professor of Art and Art History<br>University of Victoria, B. C. | HUGH TRAVERS TRACEY<br>Director, International Library<br>of African Music<br>Roodepoort, Transvaal |
| ANDREW O. JASZI<br>Professor of German<br>University of California, Berkeley     | EMILY VERMEULE<br>Professor of Art<br>Wellesley College   |

### MARY FARNAM BROWN FUND

- HEIKO A. OBERMAN  
Director, Institut fur Reformationsgeschichte der Universitat Tubingen,  
Germany

### THOMAS SHIPLEY FUND

- HAROLD BLOOM  
Professor of English  
Yale University

### WILLIAM GIBBONS RHOADS FUND

- ROBERT PALMER  
Professor of Music  
Cornell University

- CHENG MAN-CH'ING  
Painter, Calligrapher, Poet, Teacher,  
Master of Tai-Chi-Chuan

# ACADEMIC STATISTIC 1967-68

## FULL-TIME ENROLLMENT

Fall Semester, 1964 . . . . .	497
Spring Semester, 1965 . . . . .	491
Fall Semester, 1965 . . . . .	524
Spring Semester, 1966 . . . . .	512
Fall Semester, 1966 . . . . .	555
Spring Semester, 1967 . . . . .	535
Fall Semester, 1967 . . . . .	574
Spring Semester, 1968 . . . . .	563
Fall Semester, 1968 . . . . .	629
Undergraduate Students . . . . .	615
Post-Baccalaureate Fellows . . . . .	14

## COMPOSITION OF THE STUDENT BODY, FALL SEMESTER, 1968

Students reside in 39 states, the District of Columbia, Puerto Rico, the Philippines, and 15 foreign countries. Among these are 15 students who are citizens of the following countries: Argentina, Brazil, Canada (2), Colombia, Ecuador, Guatemala, Hong Kong, India, Japan (2), Panama, South Africa, and the United Kingdom (2).

Students who are members of the Society of Friends number 51, or 8% of the student body; and 46, or 7% of the student body, are sons of Alumni.

## REGISTRATION IN ACADEMIC COURSES

Department	**	Registration (Fall & Spring Semesters)								
		Fall 1968	67-68	66-67	65-66	64-65	63-64	62-63	61-62	60-61
Astronomy . . . . .	10	92	134	121	117	145	4	136	105	
Bib. Lit. (Relig.) . . .										92
Biology . . . . .	206	330	308	299	249	227	226	192	205	
Chemistry . . . . .	142	270	289	240	249	241	256	235	234	
Classics . . . . .	60	123	215	239*	188	331	209	113	141	
Economics . . . . .	168*	323*	317*	230*	203	223	233	241	280	
Engineering . . . . .	20	43	41	27	46	34	43	47	58	
English . . . . .	370	720	642	623	656	575	644	611	701	
Fine Arts . . . . .	12									
French . . . . .	142	276	146	142	140	159	230	217	197	
German . . . . .	113	230*	290*	287*	338	284	245	220	268	
History . . . . .	191*	369*	427*	532	462	340	337	429	260	
History of Art . . . . .	(Bryn Mawr)			37	59	43	39	91	71	
Mathematics . . . . .	160	282	294	288	280	329	303	348	344	
Music . . . . .	79	131	115	112	145	136	142	115	138	
Philosophy . . . . .	252	538	366	220½	388	353	362	340	431	

\*Our students in Bryn Mawr courses with Haverford number are not included.

\*\*See earlier statistics for outside registrations included in Fall 1968 figures.

Department	**	Registration (Fall & Spring)								
		Fall 1968	67-68	66-67	65-66	64-65	63-64	62-63	61-62	60-61
Physics . . . . .	112	166	168	187½	171	156	159	148	145	
Political Science . .	192*	334*	275*	289*	307	230	297	309	285	
Psychology . . . . .	171*	287*	246*	225	265	217	205	165	164	
Religion . . . . .	151*	257	245	204	164	110	123	94 (Bib. Lit.)		
Russian . . . . .	58	73	80*	70*	46	52	43	43	52	
Sociology . . . . .	187*	177*	128*	137*	146	157	155	174	210	
Spanish . . . . .	64	106	108*	135	95	103	111	84	78	
<b>General Courses</b>										
Asian Studies . . . .								12		
Creative Writing . .			8							
Humanities . . . . .	108	155	119	114	105	137	124	117	105	
Linguistics . . . . .	*		13*							
Physical Science . .					29		50		51	41
Social Science . . . .	36	16	28	33	13					

## HAVERFORD REGISTRATIONS IN OUTSIDE COURSES—FALL 1968

### BRYN MAWR COLLEGE

Anthropology . . . . .										21
Chemistry . . . . .										4
Classical Archeology . . . . .										5
Economics — (Includes 19 students in our #23 & 35) . . . . .										20
Education . . . . .										1
English . . . . .										16
French . . . . .										2
Geology . . . . .										17
German . . . . .										3
Greek . . . . .										3
History — (Includes 12 students in our #25 & 33) . . . . .										21
History of Art — (Includes 9 students in our #21) . . . . .										12
Interdepartmental — (Includes 3 students in our Ling. #21) . . . . .										5
Italian . . . . .										10
Latin . . . . .										1
Mathematics . . . . .										3
Music . . . . .										11
Philosophy . . . . .										5
Physics . . . . .										3
Political Science ← (Includes 17 in our #33, 35, 37, 49) . . . . .										18
Psychology — (Includes 3 students in our #29, 31) . . . . .										4
Religion — (Our #21) . . . . .										3
Russian . . . . .										10
Sociology — (Our #21 & 33) . . . . .										14
Spanish . . . . .										3
							Total . . . . .			215

\*Our students in Bryn Mawr courses with Haverford number are not included.

## UNIVERSITY OF PENNSYLVANIA

English . . . . .	1	Statistics . . . . .	1
Oriental Studies . . . . .	3	South Asia Regional Studies . . . . .	1
		Total . . . . .	6

## OUTSIDE REGISTRATIONS AT HAVERFORD—FALL 1968\*\*

### BRYN MAWR COLLEGE

Biology . . . . .	13	Music . . . . .	9
Chemistry . . . . .	1	Philosophy . . . . .	17
Classics . . . . .	1	Physics . . . . .	1
Economics . . . . .	28	Political Science . . . . .	18
English . . . . .	17	Psychology . . . . .	15
Fine Arts . . . . .	2	Religion . . . . .	28
French . . . . .	22	Russian . . . . .	14
German . . . . .	17	Social Science . . . . .	16
History . . . . .	43	Sociology & Anthropology . . . . .	45
Humanities . . . . .	6	Spanish . . . . .	8
Mathematics . . . . .	2		
		Total . . . . .	323

### SWARTHMORE COLLEGE

Religion . . . . .	1
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### DEGREES AWARDED MAY 28, 1968—BY DEPARTMENT

Anthropology . . . . .	1	Italian . . . . .	2
Astronomy . . . . .	1	Mathematics . . . . .	3
Biology . . . . .	6	Music . . . . .	2½
Chemistry . . . . .	8½	Philosophy . . . . .	16½
Classics . . . . .	2	Physics . . . . .	5
Economics . . . . .	11½	Political Science . . . . .	8½
English . . . . .	17	Psychology . . . . .	8
French . . . . .	3	Religion . . . . .	7½
Geology . . . . .	1	Russian . . . . .	1
German . . . . .	1	Sociology . . . . .	2
History . . . . .	18½	Spanish . . . . .	1½
History of Art . . . . .	2		
		Bachelors of Arts . . . . .	124
		Bachelors of Science . . . . .	6
		Total . . . . .	130

\*\*Included in Fall 1968 figures

**STATED MEETINGS OF THE CORPORATION AND THE MANAGERS**  
The annual meeting of *The Corporation of Haverford College* is held in Tenth Month at such time and place as the Board of Managers may determine. The stated meetings of the managers will be held on the fourth Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

Additional current, free information about Haverford College may be obtained by writing to *Public Relations Department, Haverford College, Haverford, Pa. 19041*, or by telephoning (215) 649-9600.













# The Haverford College HANDBOOK

*Published by*

THE STUDENTS' ASSOCIATION  
and

THE OFFICE OF THE DEAN OF STUDENTS

## EDITORIAL STAFF

Marcus Moore, Editor  
Herbert Massie  
Robert Ihrie  
Jeffrey Averick  
Duncan Hamilton  
Joel Cook



HAVERFORD, PENNSYLVANIA  
**1967-1968**

# A Message from The Editor

The purpose of the Haverford Experience is to open your eyes and give you a better view of life. This is often forgotten. Haverford can be an enlightening experience for you, but only upon your insistence.

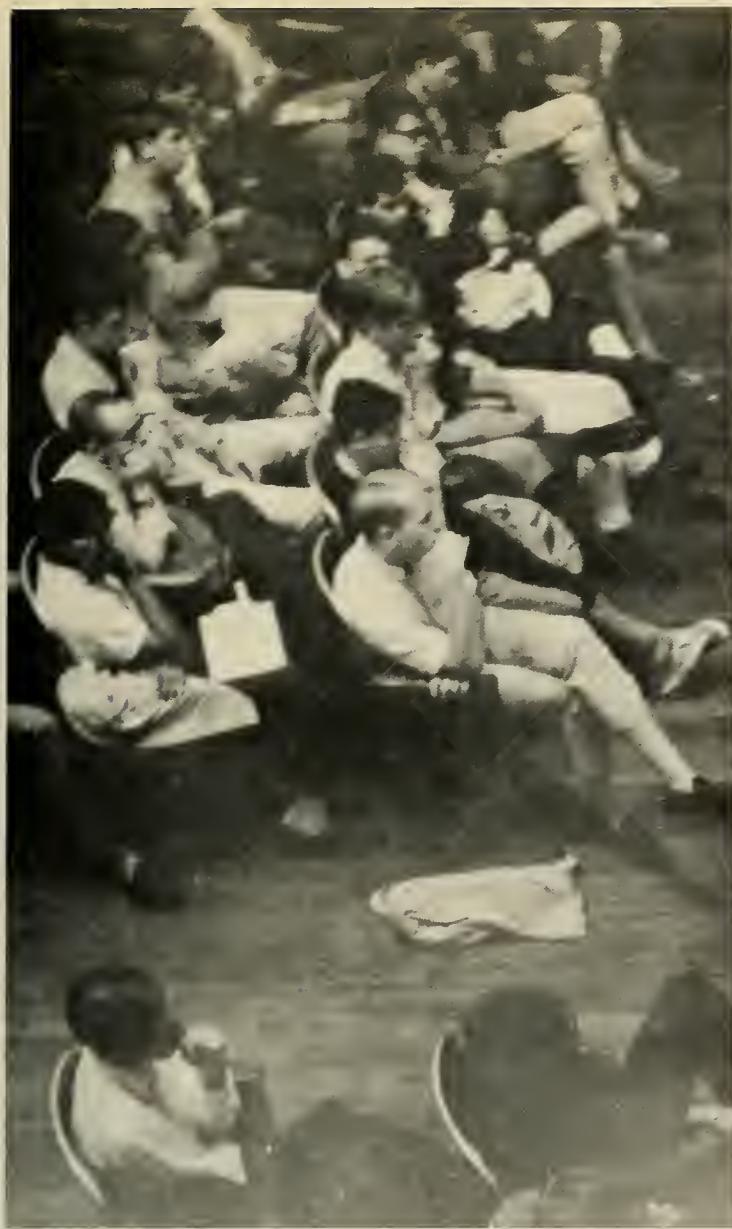
There was once a sign on the library fence that urged, “Don’t let Haverford be an obstacle to your education!” By this we assume the author meant that one should not become *so* bogged down with the minutia of college that he overlook the importance of Haverford. We are here to interact with people — with administrators, professors, other students — this is a vital part of education. There is more to be learned here than simply studying what has been written. People around you say and do and need things that should effect you, and you will say and do and need things.

The myth of the small college needs be here slightly exploded. Haverford can be no more than Berkeley with a limited course offering. Student-faculty relations must begin with the student, or one stands the chance of foregoing that experience. One must also always remember to look beyond his circle of friends without preconception, without misunderstanding all he sees. One must try to put vitality into all he does or find himself sulking, impotent at every turn.

The gist of this message is that you are the most important factor in your education and must assume an active role or miss the larger portions of learning.

Don’t let anything be an obstacle to your education.

Marcus Moore



*Living is easy with eyes closed*

*Misunderstanding all you see*

— JOHN LENNON



# Student Government

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### THE STUDENTS' ASSOCIATION

The idea of student self-government is basic to the goals of a Haverford education. Consequently, the College has granted the right of self-government to the Students' Association, to which all students belong. A nominal characteristic of many campuses, the student self-government is an actuality preserved by the ideal of student responsibility for the college community.

### STUDENTS' COUNCIL

The Students' Council is the executive body of the Students' Association, and is empowered by the Association to execute regulations legislated by the Association, supervise all extra-curricular activities other than athletics, and generally conduct the affairs of the student body.

There are sixteen members of the Students' Council, whose officers are elected by the student body, and whose class representatives are elected by class. The 1967-68 members are:

<i>President</i>	.....	Eugene Ludwig '68
<i>Secretary</i>	.....	Joel Cook '69
<i>Treasurer</i>	.....	Paul Weckstein '69
Thomas Currie '68	.....	David Cross '70
Stephen Faust '68	.....	Steven Erb '70
Gregory Wilcox '68	.....	James Faust '70
Jack Geise '69	.....	Bennett Schotz '70
Edward Helme '69	.....	

The four Council members from the Class of 1971 will be elected early in the fall semester.

### STUDENTS' COUNCIL COMMITTEES

To assist in the function of student government, Students' Council each year appoints committees. In most cases, committee appointments are made by Council from sign-up lists posted on the Founders bulletin board. This allows any interested student to take an active part in some aspect of student government. The primary committees for 1967-68 are as follows.

#### Alumni Committee

This committee will be concerned with keeping Haverford alumni aware of what is happening at the college. This will take the form of newsletters, arranging for student speakers to Alumni Associations,

and possibly some ties with the Admissions Office. Rogelio Williams, '69, Chairman.

#### Art Series Committee

This student-faculty committee selects the attractions for the annual Art Series. Their selections are intended to cater to a broad spectrum of interests, as is indicated by last year's series which included, among others, the Moscow Chamber Orchestra, Dick Gregory, Stan Getz, Josh White, Jr., and Ali Akbar Khan. Mitchell Freedman, '68, Chairman.

#### Big Brother Committee

This committee plays a major role in freshman orientation. Freshmen receive one of their first impressions of the college from the letters written them by their Big Brothers. The work of the committee is twofold, consisting in coordinating the letter-writing procedure and in evaluating its success. Donald Hart, '68, Steven Lewis, '68, and Timothy Welles, '68, Chairmen.

#### Calendar Committee

During the past few years the students, faculty, and administration have been giving continued study to ways to improve the academic calendar. This committee shares in this continued effort, conducts opinion polls, and represents student preferences in calendar matters. Jeffrey Allen, '70, Chairman.

#### Class Night Committee

This committee organizes and conducts the important annual Class Night Program, which is scheduled for February 29 and March 1 this year. Each class writes and produces a short play, usually about campus life and its "humor". Occasionally, the faculty will throw in their digs too. All proceeds to scholarships.

#### Collection Committee

The main task of this joint student-faculty committee is to compile a list of preferred topics and speakers for Tuesday morning Collections. The committee also has the honor of hosting and dining with Collection speakers while they are on campus. Robert Gifford '68, and James Turner, '68, Student Chairmen.

#### Course Evaluation Committee

At the end of each semester, students are asked by

this committee to fill out a Course Evaluation Questionnaire for each of their courses. The results of this questionnaire are compiled and published in booklet form. Thus, this committee is very useful in helping students plan their educational program. Andrew Dunham, '69, Chairman.

#### Cultural Committee

This committee works in conjunction with the Bryn Mawr College Arts Council to arrange cultural activities both on and off the campus. In addition, "CULTURAL BROADSIDES", a monthly leaflet listing coming cultural events in the Philadelphia and New York areas is published. Also arranged are special low student prices for area cultural attractions, as well as occasional theatre parties. David Marshall, '69, Chairman.

#### Customs Committee

One of the unique aspects of Haverford is that freshman orientation (Customs Week) is entirely planned and carried out by students. The Customs Committee is responsible for Customs Week, a program to acquaint freshmen and transfer students with the programs and traditions of Haverford, notably in the areas of academics and the Honor System. This week also affords ample opportunities for the freshmen to become acquainted with the upperclassmen on the committee, with other members of their class, and, via mixers, with nearby women's schools.

Mitchell Freedman, '68, Co-chairman

Marcus Moore, '68, Co-chairman

Douglas Bennett '68	Vincent Trapani '69
Carl Grunfeld '68	Robert Anderman '70
Steven Bailey '69	Jeffrey Averick '70
Edmund Chaney '69	Joseph Bomba '70
David Foster '69	Daniel Gordon '70
Peter Garretson '69	Duncan Hamilton '70
Henry Harris '69	Robert Ihrie '70
Peter Johnstone '69	Herbert Massie '70
Christopher Lane '69	William Miles '70
John Laurence '69	George Newman '70
Gregory Sava '69	Charles Shields '70
Robert Stern '69	Philip Tramdeck '70
Dennis Stern '69	Bradley Wolfe, '70

#### Expansion Committee

Haverford is going through a period of great development. This committee has an extremely im-

portant task in assessing students' needs and opinions within areas of campus physical and educational expansion, development, and refinement. Via this group, students are assured of exerting an influence on the directions of expansion. Edward Helme, '69, Chairman.

#### Final Examinations Committee

Haverford's system of self-scheduled final examinations is unique. This system, initiated by students, is designed to reduce the pressures of the final exam period. This committee acquaints the freshmen with the details and implications of the exam system, and administers final examinations. Stephen Faust, '68, Chairman.

#### Food Committee

This committee makes suggestions for the improvement of food and food service, and is the medium through which student expression of likes and dislikes in these areas, as well as suggestions for improvement, are made. Herman Berliss, '70, Chairman.

#### Honor System Committee

The work of this committee encompasses the most important part of Haverford campus life, the Honor System. This committee publishes the Honor System booklet sent to freshmen and is involved in maintaining student awareness of the system. Part of the task of this year's committee will be to work with the Student Affairs Committee of the Board of Managers in studying the effects of the recent Honor System changes. James Faust, '70, Chairman.

#### Fifth Day Meeting Committee

This committee is concerned with making Fifth Day Meeting an important part of campus life. Because of the nature of Meeting, the committee's work is necessarily concerned with the future of the Quaker tradition at Haverford. Thomas Currie, '68, Chairman.

#### Policy Committee

This committee is very much concerned with the aims and goals of Haverford College. As a result, its work will overlap that of several other committees, including Honor System, Expansion, and Meeting. Douglas Bennett '68, and Thomas Layman '68, Chairmen.

### Social Committee

The Social Committee has a broad responsibility for the social climate of the campus. Its prime concerns revolve around planning and carrying out co-educational programs, including mixers, dances, parties, and plans for Festive Weekends (in conjunction with host classes). Its membership includes, among others, the class presidents. Galen Bollinger, '68, and Stephen Faust, '68, Chairmen.

### STUDENTS ON FACULTY COMMITTEES

The students at Haverford are fortunate in being represented on all faculty committees. Because of the special nature of such positions, appointments are made by the Students' Council, subject to the approval by the committee itself.

### CAMPUS ORGANIZATIONS

Campus organizations are recognized and supported by the Students' Council. Most of the financial support for these organizations is appropriated by the Students' Council from a portion of the unit fee designated for use by the Students' Association.

All student organizations, in order to be officially recognized by the College, and to be eligible for unit fee appropriations, must be recognized by the Students' Council. New organizations must perform a function for the College not already being carried out, cannot be honorary or social in nature, and cannot be exclusive in membership. Students wishing to establish new organizations are invited to discuss their ideas with the Students' Council for aid in meeting the general criteria for recognition.

### A.I.E.S.E.C.

The Haverford-Bryn Mawr local committee of the AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) provides students interested in business and economics with an opportunity for practical business training through a summer exchange program with businesses in foreign countries. Robert Fried, '69, President.

### Haverford College Varsity Marching Society and Auxiliary Fife, Drum, and Kazoo Corps

The raison d'être for this long-titled and short disciplined seasonal assemblage is to increase the

spirit of the student body, and to provide students with the opportunity to use whatever musical talents they may have, and to let off a little "steam" on certain traditional occasions. To do all this it appears at pep rallies, occasional home football games, all Swarthmore games, and a few other select occasions. A leader will emerge early in the fall, and appeals for members will soon follow.

### Brass Ensemble

The Brass Ensemble concentrates on music for brass from the Baroque and present day eras. This group sometimes serves as instrumental back-up for choral groups. They also perform on special occasions as well as during regular Orchestra concerts.

### The Chess Club

The Chess Club resembles a varsity sport. Matches are regularly scheduled with nearby schools. There is also a tournament scheduled among the members. Those interested should contact William Balch, '68, or John Gregg, '69.

### The Drama Club

In cooperation with the Bryn Mawr College Theatre, the Drama Club presents three major productions annually, alternating between Bryn Mawr and Haverford stages. In addition, Drama Club presents several student directed and some student written plays, under the auspices of Little Theatre. Last year's major productions were *The Winter's Tale*, *The Caucasian Chalk Circle*, and *The Haunted House*. The Little Theatre productions were *Thurber's Carnival*, and an evening of student-written one-act plays. Special events were a student-alumni production of *A Phoenix Too Frequent* and a play exchange with Swarthmore College Little Theatre Club. *Medea* has been tentatively chosen as the first major production of 1967-68. Major productions are under the direction of resident director, Robert Butman. E. Christian Kopff, '68, President.

### The Glee Club

The Glee Club gives a number of concerts at Haverford and at leading women's colleges during the year. Under the direction of Dr. William Reese, the Glee Club last year performed Honnegger's *King David* and Handel's *Alexander's Feast* among other programs. During the coming year, the Club will present joint performances with Wheaton, Beaver, and Vassar

Colleges. Rehearsals are scheduled twice weekly and membership is open to all students who can qualify. Peter Reagan, '68, President.

#### The Modern Dance Club

This organization, formed just last year, gives its members the opportunity to study and perform modern dance. Its activities are held in close conjunction with the Bryn Mawr College Modern Dance Club. Last year the Club performed in the Drama Club's production of *The Winter's Tale*, a Christmas Concert, a spring concert, and at a master class taught by the director of the Bryn Mawr Dance Club, Mrs. Paula Mason. All interested persons, regardless of previous experience, should contact Bert Kritzer '69.

#### The Haverford News

The student news publication of the College, *The Haverford News*, is distributed on Fridays throughout the college year except during examination periods. Positions on the *News* are open to any student, with or without experience, interested in news, feature, or sports writing, as well as circulation and business. Dennis L. Stern '69, Editor-In-Chief.

#### The Orchestra

All students who play a musical instrument are invited to try out for the Orchestra. The Orchestra is a joint organization with Bryn Mawr and performs several times during the school year at Bryn Mawr, Haverford, and at other colleges. Occasionally, the Orchestra, in full or in part, will join with the Glee Club in Choral concerts. The Orchestra is under the direction of Dr. William Reese. Richard Melson, '68, President.

#### The Record

The *Record* is the Haverford yearbook, giving a pictorial and literary review of the year's College activities. Openings are available for students interested in creative photography, writing, layout, and advertising. Michael McCann, '68, and Francis Richards '68, Editors-In-Chief.

#### The Revue

The *Revue* is published twice during the school year. It includes the literary creations of interested members of the student body. John Stuart, '68, Editor.

#### The Sailing Club

The Sailing Club offers both Haverford and Bryn Mawr students opportunities for instruction in sailing, recreational sailing, and for sailing in inter-collegiate competition. Its small fleet of Tech Dinghies is moored on the Schuylkill River. During the winter months the Club offers a regular shore school for neophyte sailors. During the spring and fall there are regularly scheduled inter- and intra-club regattas. Robert Stavis, '69, Commodore.

#### The Schuetz Singers

This small, highly rehearsed, and talented musical group draws its membership from both the Haverford Glee Club and the Bryn Mawr Chorus. It performs at regular Glee Club concerts and at other selected occasions during the year.

#### The Social Action Committee

The Haverford Social Action Committee (SAC) provides an organizational structure for independently initiated social action programs and activities. Any student who would like to do something about a particular social or political problem should talk with Glen Nixon, SAC president, or to any member of the steering committee. The steering committee will do what it can to inform the student of on-going activity in this area, to inform him of resources he might use, and to help him organize new activities if the present ones do not seem sufficient. SAC can be particularly helpful in providing funds for films and speakers.

For individuals interested in continuing discussion and group action of a more general variety, there are two groups on campus: a group dedicated to the practice and principles of nonviolent action, and a group interested in Students For a Democratic Society (SDS). Both groups work through the SAC.

#### The Varsity Club

The Varsity Club works for the increase of interest and participation in athletics. The Club also co-sponsors the Varsity Weekend Dance during the traditional Swarthmore Weekend. Those students at Haverford who have been awarded their "H" in a varsity sport are eligible for permanent membership.

#### W H R C

WHRC, the joint Haverford-Bryn Mawr radio station, broadcasts at 640 kilocycles as a restricted-

radiation, carrier-current station. The station operates 24 hours a day from its studios in the Haverford Union and can be received in the dormitories at both colleges. As well as providing musical entertainment of all tastes, campus news and sports are covered regularly. Staff membership is open to all students with any interest in radio broadcasting. Herbert Frey, '68, Station Manager.

#### **Phi Beta Kappa (Honorary)**

The Zeta Chapter of Phi Beta Kappa Society in the Commonwealth of Pennsylvania was established at Haverford in 1898. Its membership includes about 650 Alumni.

The annual meeting of the chapter for the election of new members from the Senior and Junior classes is held during Commencement Week. The method of election to Phi Beta Kappa is as follows:

A weighted average of the grades for the four college years is calculated, the weights given to the Freshman, Sophomore, Junior, and Senior grades being respectively 1, 2, 3, and 4. The Phi Beta Kappa average thus obtained is the principal factor in determining eligibility as a candidate, but consideration is also given to other evidences of scholarly achievement and to such qualities as intellectual vigor, originality, respect for truth, and interest in general scholarship.

The number elected from any class depends upon the general excellence of that class. By decision of the chapter at its annual meeting in 1956, the number elected at the end of the Junior year should not, in general, exceed 5% of the class. The total number elected before graduation from any class will, in general, be limited to 15%.

#### **Triangle and Beta Rho Sigma (alumni social)**

Triangle and Beta Rho Sigma are social groups which have been in existence for several decades. They are strictly alumni organizations which admit an unspecified number of Seniors to membership.

### **CONSTITUTION OF THE STUDENTS' ASSOCIATION OF HAVERFORD COLLEGE**

#### **Article I**

##### **Preamble**

**Section 1. Name**—The name of this Association shall be the Students' Association of Haverford College.

**Section 2. Membership**—All undergraduates pursuing studies at Haverford College are *ipso facto* members of the Students' Association.

**Section 3. Powers**—All powers hereinafter defined derive from the Students' Association and are delegated by it to such bodies of its own creation as are needful to carry out the functions of student self-government.

**Section 4. Right of Self-Government**—The right of student self-government is granted by the Administration of Haverford College to the Students' Association provided that the Students' Association maintains the standards of the College to the satisfaction of the Administration and complies with the charter of the Student Affairs Committee.

#### **Article II**

##### **Legislative Powers**

###### **Section 1. Regulations and Council Rules**—

1. The Students' Association shall make Regulations governing the conduct of students on campus. Regulations pertaining to the Honor System shall be enacted by a two-thirds vote of a meeting of the Association. Other Regulations shall be enacted by a majority vote of a meeting of the Association. Every member of the Association is responsible for enforcement of these Regulations. Should the Administration find any Regulation unacceptable the dispute shall be referred to three responsible and impartial persons, satisfactory to the Association and the Administration.

2. The Students' Association delegates such legislative authority to the Students' Council as is necessary to carry out the functions of the Council herein provided for. Such legislation shall be posted on prominent campus bulletin boards and shall be reported to the members of the Association at dormitory sessions, provided for in Section 2, paragraph 4, of this article. The Students' Association reserves to itself the ultimate legislative authority to be exercised only in plenary session.

###### **Section 2. Meetings of the Association**—

1. The Students' Association shall meet in plenary session within the first two weeks of each semester.

2. The President of the Students' Association shall call a plenary session of the Students' Association whenever he deems it necessary, by posting a notice on prominent campus bulletin boards at least seventy-two hours before the time of the meeting, in which case a quorum shall consist of twenty per cent of the

members of the Students' Association; if the President considers that an emergency exists which prevents him from giving due notice as provided above, the number of students required for a quorum shall be forty percent of the Students' Association.

3. Items of business intended for action by a plenary session of the Association shall be handed in writing to the President at least forty-eight hours before the meeting, if not an emergency session as herein described. The President shall post the agenda of the plenary session at least twenty-four hours before the meeting, if not an emergency session.

4. There shall be held each semester at least one meeting of the members of the Students' Association in dormitory session. The number and size of dormitory groupings shall be determined by the Students' Council, but the number of groupings shall not be less than ten. At least one grouping shall be composed of non-resident undergraduates. The Council shall also set the times and dates for such meetings.

5. The President shall call a plenary session of the Association in the manner provided for in paragraph 2 of this section whenever he receives a petition signed by thirty members of the Association stating the purpose for which the plenary session shall be called. The Council shall call dormitory sessions of the Association whenever it receives a petition signed by thirty members of the Association stating the purpose for which the dormitory session shall be called. Such plenary and dormitory meetings shall be held within seven days of the receipt of the petition. Nothing shall be considered at such meetings except the matters stated in the petition.

6. The Haverford Rules of Parliamentary Procedure shall be the authorized and final guide in all parliamentary procedure except wherein it conflicts with the Constitution of the Students' Association or the Regulations of the Students' Association. The Secretary of the Students' Association shall have with him at plenary sessions of the Association a copy of The Haverford Rules of Parliamentary Procedure.

### Article III

#### Executive Powers

Section 1. *Students' Council*—The executive power of the Students' Association is vested in a Students' Council.

Section 2. *Membership of the Students' Council*—The members of the Students' Council shall be the

Officers of the Students' Association and the Class Representatives.

Section 3. *Meeting of the Students' Council*—The President of the Students' Association shall call a meeting of the Students' Council at least once each month. A quorum of the Council shall consist of two-thirds of its members. Upon the written request of at least three members of the Students' Council, an official meeting of that body shall be immediately called. Legislative and executive sessions of the Students' Council, except those concerned exclusively with appointments and awards, shall be public. The agenda for non-judicial Council meetings shall be posted on prominent campus bulletin boards at least twenty-four hours before each meeting.

Section 4. *Nomination of Association Officers*—Nominations for the offices of President, Secretary, and Treasurer of the Students' Association shall open on the first Tuesday of the second semester. Nominations shall close on the following Friday. Nominations for the Office of President shall be restricted to the members of the Junior Class; nominations for the Offices of Secretary and Treasurer shall be restricted to members of the Sophomore Class. Should there be more than four (4) candidates nominated for any office, there shall be a primary election for that office on the Wednesday following the close of nominations, to be conducted by the preferential system. Space shall be provided for write-in votes. The four highest candidates shall then enter the final election for that office.

Section 5. *Election of Officers and Class Representatives*.

1. On the Friday following the first Tuesday of the second semester, the Students' Association shall vote by secret ballot to elect from the Junior Class a President, and from the Sophomore Class a Secretary and Treasurer. Voting shall be held according to the preferential system; space shall be provided for write-in votes. If, for any reason, more than one election is required to secure a valid vote, subsequent voting shall be called for the President within twenty-four hours of the previous voting. Votes must be officially cast by at least forty per cent of the membership of the Students' Association for the election to be valid.

2. During the third week of the second semester, each class shall elect from its membership its Representatives to the Students' Council by a preferen-

tial system of voting. The Junior Class shall elect three Representatives; the Sophomore Class, two Representatives; and the Freshman Class, four Representatives. The elections of the Class Representatives shall be conducted by the respective Class Officers. Votes must be officially cast by at least forty per cent of the membership of a class for the election of its Class Representatives to be valid.

3. The President of the entering Freshman Class shall be a Class Representative. During the second and third weeks of October each year the Freshman Class shall elect by a preferential system three additional Representatives, the exact date to be set by the Students' Council.

4. The Students' Council shall have final authority over the procedure for all elections.

*Section 6. Assumption of Office*—The Council members elected in the manner provided for in Sections 4 and 5 of this article shall assume office on the third Sunday of the second semester. Council members elected at other times will assume office immediately upon their election.

*Section 7. Duties of the Council and the Association Officers*—

1. The Students' Council shall execute the Regulations legislated by the Students' Association, supervise all extra-curricular activities with the exception of athletics, and perform other duties as herein provided.

2. The President of the Students' Association shall preside at all plenary sessions of the Association and at all meetings of the Students' Council. He shall conduct the election of Association Officers and shall certify and publish the results of said elections, specifying the names of candidates nominated or elected. Each year he shall present to the Freshman Class the system of student government. In the absence of the Secretary or the Treasurer from any plenary session of the Students' Association or the meeting of the Students' Council, the President shall appoint from the other members of the Council a Secretary *pro tempore* or a Treasurer *pro tempore*.

3. The Secretary of the Students' Association shall keep in permanent form minutes of all plenary sessions of the Association and of all meetings of the Council. He shall publish or post on prominent campus bulletin boards the minutes of all plenary sessions and of all public Council meetings, and the results of all closed Council meetings. If the Office of President is vacant or if the President is absent from

any plenary session of the Association or meeting of the Council, the Secretary shall act as President *pro tempore* and appoint from the members of the Council a Secretary *pro tempore*.

4. The Treasurer of the Students' Association shall disburse the funds of the Students' Association and shall keep a permanent record of all transactions. When retiring from office, he shall post or publish for the inspection of members of the Students' Association a summary of his accounts.

#### Section 8. Committees—

1. Upon taking office each new Council shall appoint a Rules Committee, an Honor System Committee, a Customs Committee, a Curriculum Committee, and a Dormitory Committee.

2. The Students' Council shall have the power to appoint temporary committees whenever it deems such appointments necessary to aid in the execution of its duties.

### ARTICLE IV

#### Judicial Power

*Section 1. Functions*—The judicial power of the Students' Association is vested in the Students' Council, which shall meet in judicial session, discuss the matter in question, and respond with the course of action which it believes most beneficial to the individual and the other members of the community.

*Section 2. Penalties*—The Council shall impose penalties within such limits as the Students' Association may prescribe.

### Article V

#### Resignation and Removal of Officers and Representatives

##### Section 1. Vacancies—

I. In the event of the resignation or removal of an Officer of the Students' Association, the Association shall immediately fill the vacancy with a member of the same class according to the election procedure specified herein. In the interim the vacancy shall be filled by the *pro tempore* replacements provided for herein.

2. Should the vacancy occur among the Class Representatives, it shall immediately be filled by the class whose representation has been reduced, according to the election procedure specified herein.

##### Section 2. Removal—

1. Any Officer of the Students' Association shall

be removed for malfeasance or neglect of office or other good cause by not less than a two-thirds vote of a plenary session of the Students' Association.

2. The Council shall call a plenary session for this purpose at its own discretion or on the petition of thirty members of the Students' Association.

3. Any Class Representative shall be removed for malfeasance or neglect of office or other good cause by not less than two-thirds vote of at least forty per cent of the members of the Class which he represents.

## Article VI

### The Honor System

#### Section 1. *Standards*—

1. Each student shall be responsible for his proper conduct in all scholastic work.

2. Each student shall be responsible for his proper conduct with respect to women guests and the individuals comprising the Haverford College Community.

3. Each student shall accept the Haverford Honor System realizing that it is his responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based.

#### Section 2. *Implementation*—

1. A plenary session of the Students' Association shall be held during the first two weeks of the second semester of each year to formulate a set of regulations to implement the standards of the Honor System. These regulations alone shall determine the conduct which students must observe under the standards of the Honor System set forth in Article VI, Section 1, Paragraphs one, two and three of the Constitution and shall appear as Article I of the Regulations of the Students' Association. Though the Students' Council may issue interpretations which will define that Council's understanding of specific matters pertaining to the Honor System, only legislative action of a plenary session of the Students' Association shall be considered in any way a part of the Regulations. Any violation of these Regulations shall be deemed a violation of the Honor System.

2. Each entering student shall, upon his agreement to enter Haverford College, sign the following pledge: "I hereby accept the Haverford Honor System realizing

it is my responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based."

3. After each of his examinations each student shall sign on his examination paper the following pledge: "I accept full responsibility under the Haverford Honor System for my conduct on this examination."

#### Section 3. *Enforcement*

The student who believes that his actions may be in conflict with the principles of responsibility and respect inherent in the Honor System shall immediately discuss the matter with a member of Students' Council. Should a student believe that the actions of another may be in conflict with the Honor System, he shall immediately discuss the matter with the student concerned. If after discussion either student finds said actions to be in possible conflict with the Honor System, the student whose actions are in question shall bring the matter to Students' Council within a week. After a week the responsibility for bringing the matter to Students' Council rests with each student aware of the actions and involved in the discussions.

## Article VII

### Amendments

Section 1. *Proposal*—Amendments to this Constitution may be proposed by the Students' Council or by action taken in a plenary session of the Students' Association called for that purpose.

Section 2. *Ratification*—Amendments shall be ratified by a two-thirds vote of a plenary session of the Students' Association.

Section 3. *Approval*—Amendments shall not go into effect until they are approved by the President of the College.

## Article VIII

### Previous Constitution Invalid

With the enactment of this Constitution all previous Constitutions of the Students' Association of Haverford College shall be rendered null and void.



# The Honor System

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## THE HONOR SYSTEM – INTRODUCTION

The Honor System enables students to have certain privileges that they otherwise would not enjoy. With the acceptance of these freedoms comes a responsibility for each individual to maintain the System's social and academic standards. It is not necessary that one's own sense of honor be in agreement with that implied or stated in the Honor System; the student's obligation is bound by the Honor System whenever it applies to his actions.

## THE HONOR SYSTEM – CONSTITUTIONAL STANDARDS

1. Each student shall be responsible for his proper conduct in all scholastic work.

2. Each student shall be responsible for his proper conduct with respect to women guests and the individuals comprising the Haverford College Community.

3. All scholastic conduct and conduct involving women guests on campus is covered by Article VI, Section 3, Enforcement. Students are expected to resolve conflicts which involve only members of the Haverford College Community by discussion among themselves. If unable to resolve the conflicts, students may bring the matter to the Students' Council.

4. Each student shall accept the Haverford Honor System realizing that it is his responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based.

## HONOR SYSTEM REGULATIONS

### During Examinations

1. No student shall give or receive aid.

2. No person shall act as an official proctor.

3. Students shall obey all restrictions which the professor may prescribe as to time, place, and material aids to be used.

### In The Preparation of Papers

1. A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using, where appropriate, quotation marks, footnotes, and a bibliography.

2. Professors may:

- a) require that a paper not be proofread by others.

- b) prescribe limitations on the sources to be used.
- c) waive any requirements concerning the crediting of sources.

3. Permission must be obtained in advance from all professors concerned if a paper is to be submitted for credit in more than one course.

### In the Preparation of Written Homework and Laboratory Reports

1. Students may work together, provided that each member of the group understands the work being done.

2. All data must be reported by the student as observed in his experiment.

3. Professors may:

- a) require that secondary sources consulted be credited.
- b) waive any restrictions in 1 and 2 of this paragraph.

### Responsibility For Observing Special Requirements

A student is responsible for observing any requirements which the professor announces under the option specified above.

### Women Guests

1. Any act involving women guests which fails to show proper respect for women guests and/or individuals who comprise the Haverford College Community shall be brought to the attention of a member of Students' Council.

2. Students are expected to exercise good judgment as to a reasonable hour of departure of women from the dormitory, taking into consideration the convenience of other students and any possible reflection on the reputation of the women guest, the individual student, and the College. Specific time limits become unnecessary if students act with concern for their fellow students and women guests. Every student should recognize that this freedom to exercise individual judgment as to a reasonable hour of departure of women guests, like all other freedoms in the Honor System, is dependent on his ability to exercise responsibility.

## HONOR SYSTEM INTERPRETATIONS

Council issues interpretations periodically to clarify the Honor System regulations. Interpretations are

provided for by the Constitution of the Students' Association. They should be considered not as a body of rules, but rather as an indication of the general manner with which the Council will deal with possible violations as they arise. Council does not wish to list explicit definitions of acts in violation of the Honor System, for such a list would both negate the importance of personal honor and prevent proper considerations of circumstances in Honor System trials. Furthermore, there would be an inherent contradiction in such a list, for possible or alleged violations become violations only upon a decision of Council in an Honor System trial. Desiring that honor trials be considered individually as unique and particular incidents, and desiring to preserve the flexibility of evaluation so valuable in an honor trial, the Council issues the following interpretations as general guidelines to aid all students in the constant re-evaluation necessary to the continuation of a true and viable Honor System at Haverford.

#### Academic Interpretations

Article I, Section 1, Paragraph of the Regulations: "A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using where appropriate quotation marks, footnotes, and a bibliography."

This clause is not meant to stifle or restrain intellectual exploration in any form. With regard to discussions and other secondary sources, one may assimilate another person's thoughts into those in his own paper without acknowledgement; but one's replacement of his own structure of ideas with that of another must be properly footnoted.

The Academic section of the Honor System applies to all work submitted in all courses taken at Haverford, regardless of where the work is done. It also applies to all work done in courses taken at other schools for credit at Haverford during the academic year.

The Council recognizes that the academic section of the Honor System is for the most part clear. Where undefined areas still remain, it is the responsibility of the student to inquire of the professor how the standards of the System apply to his particular course.

#### Interpretations Regarding Women Guests, February 15, 1967

It is necessary that the following be taken into account in entertaining women guests at Haverford College. The responsibility for each person's serious

and continued consideration of all the following lies most generally with the entire community, and, more specifically, with all individuals directly involved with and aware of any actions.

1. Students' Council views the notion of consideration for the convenience of other students to include respect for a student's reasonably exercised right of privacy, as well as the recognition that conditions of privacy are not easily achieved and sustained in a small community. Dormitory living places highest priority on sleeping and studying. Whenever women are escorted into the dorms anywhere on campus, students should be aware that they are guests and deserve to be treated as such. It should also be recognized that lack of this respectful consideration can lead to inadvertent incidents of disrespect to women guests.
2. Any activities that exploit or affront a woman guest are beyond the bounds of both individual and collective honor.
3. Respect for a woman guest includes honoring the commitments she may have to institutions of which she is a member.
4. Haverford College is a part of a larger social community. When private actions which offend public mores become publicized and established patterns of behavior, they cause repercussions on the whole College Community and endanger the future existence of the Honor System. The presence of women guests on the Haverford campus overnight clearly fits into category.
5. Council encourages students to seek private accommodations for woman visitors to the College. Such accommodations might well include (a) faculty homes, (b) Bryn Mawr dorms, or (c) entire suites or entries which have been cleared for housing weekend guests.

When any person is concerned about the possible failure of another to give serious consideration to the preceding, he should follow the procedure outlined in Article VI, Section 3, of the Students' Association Constitution.

In addition to the above Interpretations, the Students' Council, on March 19, 1967, issued the following policy statement relevant to disrespect of women guests:

After meetings with students over incidents involving possible disrespect to women guests and/or

the college community, Council realized that in a number of these cases any such disrespect resulted not from the behavior of the principal characters, but rather from action by onlookers and those accidentally involved. It must be emphasized that discord between members of the Haverford community due to the social behavior of one or another of those members is to be eased by discussion between the people involved. Barring this, the matter may properly be extended *only* to a member of Council or to Council as a whole. In fact, we wholeheartedly urge you to speak to Council in the event of an impasse or if you are aware of the existence of improper behavior. But the communication of suspicions, inferences, or even facts to third parties, with no right to such information, is not to be tolerated.

Even an absence of conflict does not grant license to gossip. Loose talk frustrates any attempts at discretion which might have been made, and aggravates the results of any failure to make them. Further, the spreading of necessarily incomplete information is likely to damage the reputation of everyone involved and to have unpleasant repercussions for the College community.

It is Council's feeling that rumor-mongering with regard to women guests may be as serious as the more generally recognized and direct forms of disrespectful action previously discussed, and that this statement serves only to explicitly enunciate an idea already clearly implicit in the Honor System.

#### Interpretations Regarding Final Examinations

Haverford students have the privilege of scheduling their own mid-year and final examinations. The self-scheduling system is unique to Haverford, and is a result of the Honor System and the responsibility assumed by students themselves. This has been accorded to students by the faculty, with the understanding that it may be withdrawn by the faculty at any time.

The continued success, satisfaction, and pride which accrues from this system will come only from continued strict observance by students of the points of academic honor. Giving aid by carelessness can be almost as damaging as by intent.

The Students' Council issued the following interpretations in regard to the self-scheduling of final exams, June 1964.

The Council interprets Article 1, Section I.A.I. of the Honor System which states that "no student shall

give or receive aid" to mean that the communication, *whether given or received*, of aid regarding an examination to any student who is scheduled to take that examination is a possible violation of the Honor System. In general, the Council interprets "aid" to be *knowledge of the form, content, or degree of difficulty* of an examination which could possibly affect a student's performance on the examination.

The Council includes "statements about the degree of difficulty" as possible violations because, implicitly, these statements often communicate information about the form or content of an examination, and because they initiate conversation that can lead to other violations.

In a taken/not taken situation any conversation about the form, content, or degree of difficulty of an exam should be reported *immediately* as a possible violation.

Any person overhearing *any* information about form, content, or degree of difficulty of *any* examination should ask the person who has been careless to talk to a Council member. The fact that a conversation has been overheard indicates a carelessness on the part of the student which could lead to a possible violation.

Any discussion of form, content, or degree of difficulty of an exam is discouraged. In any discussion in the taken/not taken situation precaution *must* be exercised. This precludes any talking about exams in public places.

All parties involved in any possible Honor System violation should report themselves *immediately* to a council member regardless of whether or not precaution had been taken or whether or not the incident was accidental.

We remind the student body that the advantages of a self-scheduled examination system can be continued only if each student strictly adheres to the responsibility inherent in such a system.

#### RECENT CHANGES IN THE HONOR SYSTEM

During the 1965-66 and 1966-67 school years, the Students' Council devoted considerable time and study to an evaluation of the Honor System. After extensive discussions with students, administrators, and members of the Board of Managers, several changes in the Constitution and in the Honor System Regulations were presented to the Students' Association in plenary sessions. All changes were subsequently approved by the President of the College and are

presently incorporated in the Constitution and in the Honor System Regulations. The changes eliminating specific time limits for women guests in the dormitories were reviewed by the Board of Managers who authorized the President of the College to give provisional approval to these specific changes. Since the Council, the Administration, and ultimately, the Board of Managers will be reviewing the recent changes during the present school year, three statements regarding the changes are particularly relevant, and are presented on the following pages.

#### Council Statement of the Purpose of the Honor System Changes October 21, 1966.

At present these statements (Constitutional Honor System Standards) *are* the Haverford Honor System. In recent years, however, students have seen the Honor System as a body of regulations. The concerns of individual students and the interpretations of past Councils have dealt exclusively with specific regulations. The Honor System has become a list of do's and don'ts often regarded with cynicism. Because of this faulty emphasis too many students have failed to consider the more important principles involved. These rules have become blinders rather than guidelines.

Students' Council sees an urgent need to put the Honor System into proper perspective. As we see it there are two basic concepts in the Honor System: individual responsibility and respect for learning and people. This is it.

But these words mean nothing by themselves. The Honor System exists only when each student asks what these words mean to him in every situation. We can give no definitions; we expect no student to have *the* definitions. All we can ask is that each student constantly search for them — search not in the rules or changes in them, but in himself and in his actions as they affect others.

#### Statement by the President of the College Provisionally Accepting the New Regulations February 25, 1967

The Board of Managers at its meeting on February 24, 1967, approved the Students' Association's desire to increase students' responsibility for self-government in the area of social behavior. It also approved my

recommendation that the new Regulations be provisionally accepted by the College administration. I have informed the Students' Council of my acceptance of them.

In taking this action, the Board requested that the students of the College be informed and understand that this approval was given within the framework of a "Statement of Acceptance" which sets forth some of the specific views of the Board. The Board's Statement of Acceptance follows:

The Board accepts the Administration's recommendation to approve provisionally the changes in the Honor System Regulations, as interpreted by the Students' Council.

By so doing, the Board reaffirms the desirability of responsible student self-government and the Board's confidence in the ability of Haverford students to govern themselves through the Students' Association.

The Board does so with the understanding that it continue to regard for the Haverford College campus the presence of women guests in the dormitories overnight or for excessively late hours, and sexual intercourse as unacceptable behavior.

The Board believes that these new Students' Association's Regulations and as interpreted by the Students' Council should be put into effect on a provisional basis for several reasons. First, this will enable us to gain experience as to the effectiveness of the new Regulations and of the Council's Interpretations of February 15, 1967. Furthermore, it will provide an opportunity for the Board's Student Affairs Committee, the Administration and the Students' Council to have a continuing dialogue concerning the standards which each group believes are consistent with the Honor System and are relevant to the mores of the College and the social community of which we all are important parts. Finally, the Board requested its Student Affairs Committee to undertake a continuing study of the operations of these Regulations during the next year and to report the results of this study to the Board for its review at the end of the year.

Towards these ends, I will appoint, in consultation with the President of the Students' Association, a committee to study the effects of these changes during the coming year.

Council's Statement on the Board's Action — Read by the President of the Students' Association at Collection, February 28, 1967

The action by the Board of Managers last Friday night is a major vote of confidence in the students of Haverford and in their ability to govern themselves.

The Board found it necessary to interpret what it felt was respect for the college community, and Students' Council urges each student to carefully consider the Board's opinion. The Board wants every student to know its position, but it has left the Students' Council free to follow its own interpretations. The Board understands that the new system will be run by the Students' Council, in accordance with Students' Council interpretations.

The Board of Managers fully realizes the magnitude of the change in the Honor System. In their provisional acceptance they have felt a need to express deep concerns, doubts, and hopes for the coming year. They have asked their Student Affairs Committee to work closely with Students' Council to see if the new system is working as planned.

We feel the need to emphasize the fact that these changes are, as of now, provisional. The success of the amendments depends entirely on the responsibility which we, the students, exercise in the coming year. Living together well, with respect for each other, for our guests and for the community, acting with honor and responsibility is the prime focus of the new system.

We, the students of Haverford College, must assure that this confidence was not misplaced. We all must

be working hard in the next year to make this new system work.

In the coming year Council will be working closely with the Student Affairs Committee of the Board, the Administration, and with the student body to make the system work. In the coming weeks we will sponsor dorm sessions to discuss further these changes and their effects on the College community. We are in the process of setting up an Honor System Committee to help us continually study the effects of the new system in the coming year.

In my working with the Council and the Administration these past few weeks, I have been really impressed how serious these changes are. We are one of the few, perhaps the only, colleges in the nation with such a comprehensive Honor System. We are truly leading the educational world in this respect. This means that our responsibility is all the greater. Let me reiterate that:

1. This is a provisional acceptance and we must prove this year that a system such as this can work.

2. The interpretations of the Council are the operative interpretations.

3. It is in the hands of the students of Haverford College to discover whether in a community resting on the responsibility of each individual member, students can really live together better and discover a real sense of honor.

We owe a debt of gratitude to President Borton, Vice President Wallace, Provost Green, and Dean Lyons, without whose active support these changes would never have received the Board's approval.

# Campus Guidelines

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### CODE OF STUDENT RESPONSIBILITY

The basis of the code of Student Responsibility is the belief that individual freedom, as opposed to license, should be sought, and that this freedom can best be attained through the cooperation of each member of the community in avoiding actions which infringe upon the freedoms or well being of others. Its goal is also to encourage individuals to develop responsible judgement capable of directing their conduct with a minimum of specific rules. Set rules are seldom effective in establishing the inner sense of responsibility for which the College community stands. This personal responsibility is likely to grow when a student is both free and obligated to grapple with principles of conduct and to consider the possible consequences of his actions in the context of guidelines against which he can test his own actions and place them in a better perspective. The Code of Student Responsibility is a statement of such guidelines.

### Conduct in Community Life

In Collection, in Meeting, in the dining hall and in the student dormitories, courtesy should at all times be extended to guests and to other students.

We should remind ourselves that our conduct and dress require our attention when we are dealing with people whom we, or others, have invited to the campus.

We should also realize that the closest contact with fellow students arises in the dormitories. Any action or noise, especially at late hours, that disturbs others is undesirable.

Meeting is a place for worship and should be respected as such.

### Faculty — Student Relationship

**FACULTY-STUDENT RELATIONSHIP.** It should be recognized that all of us — students, faculty, administration, staff — have certain duties and responsibilities that can be legitimately expected of us. It is in the interest of Haverford to maintain close faculty-student relationships, but these must be built upon mutual courtesy and respect.

### Drinking

The Haverford student body has maintained a tradition as regards drinking which has prevented it from becoming the major problem here which it has become on some campuses. This tradition is worth maintaining.

Student drinking of alcoholic beverages is not consistent with the history of the College, with the tenets of Friends' belief, with excellence in scholarship under the prevalent conditions of academic pressure, or with the maintenance of a healthy community.

Prohibition is inconsistent with the freedom of individual development which is the proudest part of



the life of the College. But liberty does not mean license. Drinking to excess in any form; drinking in public places on the campus; furnishing alcoholic beverages to minors; and any breach of taste induced or encouraged by drinking will not be tolerated.

Students are advised of recent changes in state laws which make it illegal for minors to possess or consume alcoholic beverages.

#### Drugs

The medically unsupervised use, possession or distribution of potentially harmful drugs such as hallucinogens, amphetamines, barbiturates and opiates is illegal and subject to very harsh penalties. Although the Administration does not assume the responsibility of acting as an arm of the law, students have no greater protection from the law than any citizen. It is also known that use of many of these drugs threatens the physical and mental health of the user. Use by one student may also threaten the welfare of other students.

Thus, with the legal and medical welfare of the student in mind, the College cannot approve of the medically unsupervised use, possession or distribution of any of these drugs.

General prohibition of the use, possession or distribution of these drugs would be inconsistent with the philosophy of this Code. Yet, the absence of corrective action in some specific cases of such involvement may be equally inconsistent. Because the use, possession or distribution of these drugs poses a great potential danger to others, disciplinary action must always be considered when such activity occurs. The nature of any resultant disciplinary action will be proportional to the severity of the dangers to others.

Because use of these drugs is often associated with medical and psychological problems, students involved in their use will be referred to the counseling and medical services of the College.

#### Property

The College, in acknowledging its responsibility to maintain the buildings and other facilities, expects the students to do their part in keeping the buildings in good order.

While the College expects to take care of normal wear and tear, it is assumed that specific damage will be reported promptly by the individual student responsible, and that the costs involved in repair will be borne by that student.

Damage to College property involves, among other things, disregard of the interests of fellow students.

#### Disciplinary Actions

Disciplinary action which may limit a student's freedom, or even separate him from the College, is only taken when it is clear that discussion alone is not sufficient to end the irresponsible acts and that action is called for to protect the College and its students from serious damage.

The Students' Council has the responsibility for establishing and maintaining the Honor System and for responding to actions inconsistent with it. Academic standards are established by the Faculty and administered by the Dean of the College. Academic deficiencies of individual students are dealt with by the faculty Academic Standing Committee. The responsibility for non-academic and non-Honor System matters, as set forth in the Code of Student Responsibility and in other regulations, is shared by the Students' Council and the Dean of Students.

The disciplinary process follows a carefully chosen procedure to insure that conditions of reason and fairness are not abridged. The Dean of Students and the Students' Council President each bring to the attention of the other any possible breach of responsible conduct which seems to require further action, including gathering added information. The Dean and the Council President discuss the relative seriousness of the matter, and agree on how it should best be handled. Discussion with the student or students involved is often sufficient. If not, other actions are taken.

If the matter is given to the Students' Council, it follows its regular procedure, and makes a recommendation to the administration on action to be taken. If the matter is given to the Dean of Students he confers with the student involved (1) to warn of possible disciplinary action and clarify the relevant standards, and (2) to get a full understanding of the facts and circumstances of the matter. There is a basic assumption of honesty in all such discussions. If, after this preliminary conversation, some further action still seems necessary, besides a referral for counseling, the Dean of Students drafts a statement of the case and a suggested course of action which he discusses with the Council President and with appropriate administrative colleagues.

A letter is then prepared and subsequently discussed with the student which explains the relevant

facts, the pertinent standard violated, and the resulting disciplinary action. In this letter, the student is advised of his right to appeal the decision to the Students' Council or to the President of the College. A decision resulting from an appeal is binding.

All disciplinary actions are confidential, never leave school files, and are not noted on the student's transcript. Records of disciplinary actions are destroyed when the student is graduated from the College.

By far the most common disciplinary action involves a probation which puts a student on notice that, for a specified period of time, certain expectations of conduct must be met and possibly that certain privileges have been withdrawn. Consequences of any violation of the terms of the probation are also defined and may range from further and more restrictive probation to actual separation from the College. Since the terms of the probation are designed to prevent a reoccurrence of the misconduct, a student often suggests his own terms. A student is separated from the College immediately and without probation only when it is felt that continued serious misconduct is probable or when the consequences of even likely reoccurrence are sufficiently serious so as to seriously damage other individuals in the community. This separation, like any other disciplinary action, follows the above procedures.

While the office of the Dean of Students exists for the welfare of the students, it should be recognized that disciplinary actions are one of the several responsibilities of this office. Unlike the College counselors, the Dean of Students is not always free to accept information, in confidence, that could lead to disciplinary actions. Students should bear this in mind while discussing such matters with him.

### Summary

Pride in the College, in our sense of community, and in ourselves leads us to see ways of freeing ourselves from a strait-jacket of rules and regulations through the development of an approach to life on which we can all agree and for which we each feel a responsibility.

The emphasis in the above "code" is positive rather than negative; it is on a standard of desirable conduct rather than on a delineation of prohibited behavior.

### CONTROVERSIAL SUBJECTS

Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on any subject. To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choice regarding controversial issues.

Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and are free to formulate and express their positions on these issues.

Finally, the College reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry and advocacy. Students, therefore, have the right to found new, or to join existing organizations, on or off campus, which advocate and engage in lawful actions to implement their announced goals.

Student actions such as those here involved do not imply approval, disapproval, or sponsorship by the College or its student body; neither do such actions in any way absolve a student from his academic responsibilities. Similarly, students are expected to make clear that they are speaking or acting as individuals and not for the College or its student body.

The freedom to learn, to inquire, to speak, to organize and to act with conviction within the bounds of law, are held by Haverford College to be a cornerstone of education in a free society.

### RELATIONSHIP WITH LAW ENFORCEMENT AGENCIES

While the College assumes no responsibility for acting as an arm of the law, neither does it afford its students any greater protection from the law than that enjoyed by all citizens. In the absence of parents, the College does assume a responsibility for assuring its students equal protection under the law.

## LAWS PERTAINING TO NARCOTICS AND DANGEROUS DRUGS

In its report to the President last year, the Student-Faculty Committee on Drugs expressed a concern about the legal jeopardy of students involved with drugs. The Committee noted the severity of penalties as provided by State and Federal laws, as well as a lack of awareness by many of the fact that the laws are enforced, and that the penalties are imposed. The Committee urged that students be made aware of the laws regarding the use, possession, and distribution of narcotic and dangerous drugs.

What follows is a very abbreviated summary of the penalties provided by Federal legislation. More detailed summaries of the State and Federal laws are available in the Dean of Students' Office.

### Narcotics

For sale or transfer — not less than five or more than twenty years in jail for the first offense; ten to forty years for subsequent offenses; fines of up to \$20,000.

For illegal use or possession — two to ten years in jail for first offense; five to twenty years for second offense; ten to forty years subsequently.

### Non-Narcotics

For illegal sale or transfer — jail up to two years and maximum fine of \$5,000; subsequent offenses — jail sentence up to six years and maximum fine of \$15,000.

For illegal use or possession — jail for one year and maximum fine of \$1,000 for first offense; subsequently jail for three years and maximum fine of \$10,000.

## GENERAL REGULATIONS OF THE STUDENTS' ASSOCIATION

a. CONDUCT. Students shall not engage in any activity on the College campus which the Council shall deem physically dangerous to property or persons. Among these activities deemed dangerous by the Students' Council have been the possession of firecrackers, the turning in of false fire alarms, the overturning of fire extinguishers, the throwing of bottles out of dormitory windows, and the building of fires in College buildings outside the regular hearths provided by the College.

b. FORCED ENTRY. Forced entry or entrance into public or private property on campus without the permission of the owner or resident is forbidden.

c. DAMAGES. Students responsible for damage to College property shall report it to the Students' Council damage coordinator, Steve Erb, whereupon they will be billed only for the actual cost of repairs. If the damage is not reported, the Council will undertake to investigate the matter thoroughly, and may take action in any of the following ways:

1. If the Council damage coordinator can place responsibility upon individuals it will report their names to the comptroller, who will bill them for only the damage.

2. If the Council cannot fix the responsibility upon individuals but accepts it as probable that the damage or loss was due to students, it may authorize action as follows:

- a) the assessment by the College of a specified group of students.
- b) the assessment by the College of the whole student body.
- c) in cases of small amounts, the Council itself may pay for the damage or loss out of its own funds.

3. An amount of \$1.00 per student, per semester, is set aside in College funds as a reserve for unassignable damages.

d. LIBRARY. Students have an individual obligation to observe the Library rules as printed in the separate pamphlet on the Library.

e. PUBLIC FUNCTIONS. Permission to hold formal or informal public functions is to be obtained by registering the event in advance with the Office of the Dean of Students. The sponsor is responsible to the Dean of Students and the Students' Council for the function.

## PAID POLITICAL ACTIVITIES

The College does not allow students to receive pay for distribution of such things as political tracts, religious tracts, or propaganda material. This policy does not apply to voluntary activities of this nature when payment is not involved. Thus a student with convictions is free to hand out material in which he believes, as long as he is not paid to do so.

## RESIDENCE REQUIREMENTS

The residential nature of Haverford College is an integral part of its educational philosophy. Therefore, students, with the exception of those who are married or are living at home, are normally expected to live on campus.

## VACATION POLICIES

There are four scheduled vacation recesses during the school year; Thanksgiving, Christmas, Mid-Year Recess, and Spring Vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

All classroom and laboratory buildings are subject to closing during all vacations. Some classrooms may be opened during working hours during Thanksgiving, Mid-Year, and those days during Christmas and Spring Vacations when students are allowed in the dormitories. Students are not allowed in locked buildings unless accompanied by a faculty member.

The Haverford Union is open during working hours on weekdays only during all vacations.

## NATURE AND PURPOSE OF FIFTH DAY MEETING

Haverford College was founded by the Religious Society of Friends, and for many years students were required to attend Friends Meeting on Thursday morning at 10:45. Recently the College ruled that attendance at these Meetings is voluntary. No classes or other academic appointments may be scheduled for this hour, however, and all students are encouraged to take advantage of the opportunity to join the College community for silent meditation and an occasional spoken message.

The Meeting represents the spiritual community of the College and is an essential part of the life of the College. It is non-sectarian in character. It also provides a focus for the moral concerns which move the participants, and at intervals at the end of a period of meditation, the Meeting will turn to discussion of its concerns in a meeting for business.

All entering freshmen will be given a period of orientation to acquaint them with the tradition and character of the Meeting, and will be required to attend a certain number of Meetings during their first semester.

## ACADEMIC STANDARDS – MINIMUM LEVELS FOR PROMOTION

Grading standards at Haverford are as follows:

1. The minimum passing grade is 60. No course credit is given for a course in which the grade is below 60, though the grade will be counted in the student's general average. Departmental 100 courses require a minimum grade of 70.

2. If a student receives a grade lower than 65 in a course which is prerequisite for another course, he must, in order to take that other course, receive the permission of the instructor. (In some cases a grade higher than 65 may be required in a prerequisite course.)

3. The general averages required for promotion are 60 for Freshmen, 65 for Sophomores, and 70 for Juniors. The average for the Senior year required for graduation is 70.

4. Grades in courses presented in fulfillment of a major program of concentration must be 65 or above. In the case of a full-year course the full-year average must be 65 or above.

5. If, for reasons beyond his control, such as illness, a student is allowed by the dean to withdraw from a course, the grade is recorded as "W" and not included in the student's average. If a student drops a course without permission, or is dropped from a course, that grade is recorded as "DR" and averaged as 40. The lowest grade average for a course which a student completes is 45.

## FAILED COURSES

Normally, a course which is failed has to be made up, either: (a) by passing with a grade of C or better, a course approved in advance by the dean, in summer school, or (b) by passing an extra course at Haverford.

In order to graduate, a student must pass 36 semester courses. Each student must take five courses in each of four semesters (usually the first four) and four or more courses in each of four additional semesters. It was not the intention of the faculty, in permitting four 4-course semesters, that they should be used primarily for makeups of failures by being expanded to 5-course semesters. However, in some circumstances, the Committee on Academic Standing may permit a student to make up a failure in this way rather than by going to summer school. Each student who fails a course should discuss with the dean

whether he should go to summer school or request permission from the Committee on Academic Standing to make up the failure with an extra course at Haverford.

Students who have failed courses should not expect to make them up during the Senior year. Although, as mentioned above, the Committee on Academic Standing deals with each case individually, a general rule is that a student who has failed one or more courses should have at least 28 course credits before beginning the Senior year.

#### DROPPED COURSES

Although students may choose, within limits, in which semesters they will take only four courses, they may not change their minds once the semester is well under way. After the first three weeks of a semester no course for which a student has registered may be dropped without penalty, the penalty being a grade of "DR" for the dropped course, this grade being averaged as 40. This rule applies whether or not the course is needed. For example, a second semester senior with 32 credits may not sign up for five courses and then drop one (after the first two weeks) without penalty. If the drop is for reasons beyond the student's control, such as illness, the penalty is not applied; the grade is "W," withdrawn, and the average is based on the remaining courses.

If a student wants to take an extra course but is not sure he can handle it, he should discuss the matter with the dean, who may sometimes arrange for the student to have a longer period, for example, a month, before he is fully committed to the schedule arranged. But such arrangements must be made in advance.

#### GRADING PROCEDURES

The academic unit at Haverford is the semester course. For the first two years (Freshman and Sophomore) the official transcript will contain only a list of courses a student has taken without grades. A notation will be made if a student fails, drops, or withdraws from a course. This will go into effect beginning with the Class of 1971, but will not apply to students in earlier classes.

Numerical grades will be given and grade reports will be sent to the student, to his advisor, and to the dean.

In the Junior and Senior years a student *may* choose to take one course outside his major division each semester for which no grade will be recorded. The grade for this course will appear on the grade report sent the student, but will not be entered on the transcript. Again the transcript will record a failure, drop, or withdrawal.

To avail himself of this option, a student must indicate at the time of registration that he is taking the course without a recorded grade. No changes in this option can be made after the beginning of classes.

In some advanced courses, Senior research and departmental studies, a written evaluation will be given in place of a numerical grade. In such courses, the transcript will indicate that a written evaluation accompanies the transcript and a note made if the course was failed.

#### COMMITTEE ON ACADEMIC STANDING

The Committee on Academic Standing is a standing committee of the faculty responsible for reviewing periodically the records of all students whose work is unsatisfactory. The members of the committee are Mr. Santer, Chairman, and Messrs. Butman, Davidon, Heath, and Spielman. The committee meets regularly when deficiencies are reported and semester grades are given. It has the authority to drop students from the College or to prescribe certain conditions for continuing or additional work.

Should a student's record warrant his being dropped from the College or required to take a leave of absence, the decision of the committee will be postponed to a second meeting which will be held within five days of the first, and the student and his adviser will be notified that such action is possible. The student will be invited to appear before the committee if he wishes to do so, and his adviser, or another faculty member who knows him well may be invited to be present as well. If the student does not appear, the committee will make a decision in his absence and inform him of it in writing.

Decisions of the Committee on Academic Standing may be appealed to the President of the College.

### ACADEMIC FLEXIBILITY

A new program, called "Academic Flexibility," has been approved by the faculty. The Academic Flexibility Committee is authorized to grant an exception to the academic regulations, especially for a strong student, where this will make it possible for him to achieve academic goals which otherwise might be difficult.

Some samples of the kinds of exceptions which this Committee might grant are given on pages 47-49 of the current college catalog. Interested students are invited to submit proposals in writing to Dean Spielman, who is the executive secretary of the committee. Students are welcome to consult with him or with other members of the committee (Messrs. Satterthwaite, Bernstein, and Heath) before submitting a proposal.

Students should note that this committee deals largely with exceptions arising from academic excellence; academic troubles are the responsibility of the Committee on Academic Standing.

### MAJOR FIELD OF STUDY

Toward the end of his Sophomore year, each student is required to select his major field of study. Students should consult with their advisors, and may also wish to consult with the dean or with other faculty members, students, and administration.



The deadline for selection of a major is 4:00 p.m. on Friday, April 14th, before which time the student must file his major selection with the dean of the College. Failure to meet the deadline entails a charge of \$1.00 per day of lateness.

### ATTENDANCE AT CLASSES

Students are expected to attend all of their classes. When absences are necessary they should be explained to the satisfaction of the instructor, preferably in advance. The responsibility for making up work missed rests with the student.

Policies with respect to unexcused absences will vary from one class to another. Should a student's attendance in any course be unsatisfactory, his instructor may send him a written notice, a copy of which goes to the dean, stating that in effect any further unexcused absence will result in his being dropped from the course.

A student whose performance suffers as a result of chronic absenteeism may be put on probation by the dean. Specific terms of the probation will be spelled out in each letter, copies of which are sent to the student's instructors. Normally this probation will mean that an unexcused absence from any class during the period specified may result in the student's being dropped from that course.

### ATTENDANCE AT COLLECTION

All students are required to attend Collection each Tuesday in Roberts Hall at 10:40 a.m. Two cuts are allowed each semester.

### TERM PAPER DEADLINES

No paper may be accepted for credit by any member of the faculty after 4:00 p.m. on Tuesday, January 9 (for the first semester) or 12:00 noon on Saturday, May 11 (for the second semester). If the instructor sets a date earlier than this, the papers are due then, and he may penalize late papers at his discretion.

If a paper is assigned *in place* of the final examination, the date by which it is due is set by the instructor, but it may not be later than 4:00 p.m. Friday, January 19 (first semester) and 4:00 p.m. on Monday, May 20 (second semester).

The maximum grade for a late paper will be one half the grade it would have received had it been on

time. If such a paper represents the entire grade for the course, the maximum grade is 60, or, in a course required for the major, 65.

Any student who anticipates that he will not be able to meet a deadline should go to the dean, who, if he believes the case warrants it, will give the student a note to take to the instructor, authorizing him, if he sees fit, to grant an extension, and suggesting the terms on which it may be granted.

### REGISTRATION OF CAMPUS EVENTS

All campus events, other than regularly scheduled academic functions and intercollegiate athletics, must be registered and approved at least 10 days in advance in the Office of the Dean of Students.

This policy includes social events, mixers, lectures, concerts, and other College and student-sponsored events.

### SELLING, SOLICITING, PEDDLING

Generally the privilege of selling on campus is reserved for students. The Students' Council annually awards concessions to deserving students. In those cases where a student sales representative cannot be found, outside firms must have written permission from the Dean of Students in order to sell on the campus.

The presence of unauthorized persons anywhere on the premises should be reported promptly to a member of the Students' Council or the Dean of Students.

### GAMBLING

Gambling of any type is prohibited at Haverford College.

### USE OF THE COLLEGE'S NAME

No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval by the College through the Office of the Dean of Students.

### CHANGE OF HOME ADDRESS

It is important that each student keep the College informed of his home address. Any changes in a

student's home address during a semester should be transmitted to the registrar.

### MOTOR VEHICLE REGULATIONS

All students wishing to possess or operate a car, motorcycle, other motor vehicle while at College must register the vehicle with the College. This rule may not be circumvented by storing a car off campus. Any student may register a car with the exception of resident, first-semester Freshmen and resident, second-semester Freshmen whose average is below 85.

#### Registration Procedure

A student should register his vehicle with the Buildings and Grounds Department. The registration fee is \$10 per year, or \$6 for one semester.

At the time of registration the student must present proof of ownership and the name of the insurance company and the number of the policy under which he has liability insurance. A temporary permit will be issued in cases where insurance or other information is incomplete.

The deadline for registering cars brought on campus at the beginning of the college year is 4:00 p.m., Friday, September 22. Cars brought on campus later must be registered within one day of arrival.

#### Temporary Registration

A student may have a car here for two or three days if he obtains permission from the Dean of Students and secures a temporary registration permit from the Buildings and Grounds Department.

#### Parking

Student parking is permitted only in the Field House lot. Vehicles may not be parked in such a way as to occupy two parking spaces. It is forbidden to park, or temporarily stop a car on any campus road.

The responsibility for finding a legal parking space rests with the automobile owner. Lack of space is not considered a valid excuse for violation of regulations, just as there is no valid excuse for parking in an improper space.

Where special circumstances require parking in an improper space, permission should be sought *in advance* with the Buildings and Grounds Supervisor, Mr. Bogart.

Disabled cars are not allowed on the campus and extensive repairs are not to be carried out on the

premises. Students with cars rendered immobile because of mechanical failure should immediately contact the foreman of the grounds, Mr. Porreca, who will assist in either starting the car or in moving it to an appropriate location.

Student parking on residential side streets near the campus is prohibited.

#### Display of Decal

The registration decal must be affixed to the left side of the rear bumper so that it is entirely visible. Decals which become defective or defaced will be replaced without charge. Decals are not transferable from one vehicle to another, and must be removed in cases of change of ownership of the vehicle. Decals from previous years may not be displayed.

#### Driving Habits and Speed

The speed limit on the campus is 15 miles per hour. Vehicles must be fully muffled and driven in a manner in which there is no noise disturbance. Vehicles are allowed on regular campus roads only.

#### Enforcement and Fines

The person in whose name a vehicle is registered is responsible for any violations placed on it. Viola-

tion notices and resulting fines are forwarded by campus mail, and if possible, by notice left in the car or on the windshield. There is no provision for warnings.

A student wishing to appeal a traffic fine should appeal to the Dean of Students. Appeals must be made within three working days following the violation, and cannot be considered thereafter.

Violations of these regulations are subject to fines as follows:

Failure to register a vehicle	\$15.00
Speeding or reckless driving	5.00
Failure to stop at stop sign	5.00
All other violations	2.00

Income from fines is deposited to a scholarship fund.

After being issued three tickets for violations in any one academic year for illegal parking, a further violation will result in the vehicle being towed away to the Field House lot at the owner's expense (\$20) without prior notice or warning.

A student may be denied the privilege of having a motor vehicle on campus when he receives five violations within one academic year. Driving while intoxicated will result in automatic loss of driving privileges.

# Athletics

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### PHYSICAL EDUCATION REQUIREMENTS

Each student is required to take eight terms of Non-Academic courses (Fall, Winter, Spring) with a minimum of five terms in Physical Education.

Freshmen are required to take Non-Academic work all three terms. At least two terms of physical education are required and physical education must be taken in the fall term of the freshman year. Freshmen who demonstrate satisfactory progress in the fall term may petition the Non-Academic Programs Committee for permission to take a course from the Arts and Service Program in one of the remaining terms. Sophomores and Juniors are required to take two terms of Non-Academic work, at least one of which is in physical education. The student may schedule the appropriate remaining required term in the sophomore, junior, or senior year. A student who receives a "U" in any term must then take appropriate Non-Academic courses every term until he is caught up in his requirements. All eight terms may be selected in physical education.

### SWIMMING TESTS

Students must also take a swimming test upon entering the College. Those who fail to pass the swimming test will be scheduled for swimming instruction during the early fall and late spring. This test must be passed before graduation.

### INTERCOLLEGIATE ATHLETICS

Intercollegiate athletic schedules are arranged in football, soccer, cross country, basketball, wrestling, fencing, swimming, baseball, track, tennis, golf, and cricket. Junior varsity schedules are arranged in soccer, basketball, wrestling, track, fencing, football, baseball, and tennis. These activities coupled with an extensive intramural program make it possible for a large majority of students to engage in some form of competitive athletics.

### INTERCOLLEGIATE ELIGIBILITY

The eligibility rules are those of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Conference. Copies are on file in the Athletic Office.

Haverford allows four years participation in all varsity sports. A student may not compete in more than one sport at one time.

### ATHLETIC AWARDS

Members of varsity squads who successfully complete minimum requirements as established by the department are eligible to receive a varsity letter and sweater the first time a letter is won. Class numerals are awarded to both varsity and junior varsity squad members.

### VARSITY TEAM CAPTAINS 1967 - 1968

Football	James B. Ritter '68
Soccer	Lawrence S. Root '68
Cross Country	Alan C. Servetnick '68
Basketball	Glenn F. Swanson '68
Wrestling	Silas Little, III '68
Fencing	Stanley A. Jarocki '69
Swimming	Timothy L. Loose '68
Baseball	Alan S. DeCourcy '68
Track	E. Dale Adkins '68
Tennis	Philip N. Pritchard '69
Golf	Stanley A. Jarocki '69
Cricket	Silas Little, III '68
	Robert A. Swift '68
	Francis P. Engel '68
	Harry Ottinger, III '68

### INTRAMURAL ATHLETICS

The *fall program* of the physical education department consists of tennis instruction, the regular physical education class in which touch football and soccer are taught, plus an intramural program of touch football and soccer.

The *winter program* consists of instruction in basketball, volleyball, handball, and badminton. This program is supplemented by intramurals in the same activities.

The *spring program* offers instruction in softball, tennis, and golf. The tennis course meets daily, with Monday lectures and instruction on the courts the other two days. Golf instruction is scheduled two days per week with a third day elected for practice or play. The softball instruction is scheduled Monday, Wednesday, and Friday. This program is also supplemented by intramural softball and tennis.

**REGISTRATION**

Fall Program	Freshmen: Wednesday, Sept. 13, 7:00 p.m. Upperclassmen: Monday, Sept. 18, 9:30 a.m. to 4 p.m., Registrar's Office Classes begin: Tuesday, Sept. 19
Winter Program	Freshmen: Monday, Nov. 20, 4:20 p.m. in the Gymnasium. Upperclassmen: Monday, Nov. 20, 9:30 a.m. to 4:00 p.m. in Registrar's Office Classes begin: Monday, Nov. 27
Spring Program	Freshmen: Monday, March 4, 4:20 p.m. in the Gymnasium. Upperclassmen: Monday, March 4, 9:30 a.m. to 4:00 p.m. Reg- istrar's Office Classes begin: Monday, March 11

**REQUIREMENTS FOR PHYSICAL EDUCATION CLASSES**

**ATTENDANCE.** All students are required to attend physical education classes three times per week. Two unexcused cuts are allowed during the fall and spring seasons and three during the winter season. Excessive cuts will result in automatic failure in physical education.

**GRADES.** Grades are based almost wholly on attendance and attitude with little emphasis placed on

ability. Grades are Excellent, Satisfactory, and Unsatisfactory. Failure in a physical education course will entail a charge of \$5.00 and the course will have to be made up in the senior year.

**APPAREL.** A complete athletic uniform of sweatshirt, T shirts, sweatsox, red shorts and gym shoes must be worn at all physical education classes. This uniform can be purchased at the time of fall registration for freshmen, or during the year from the stock room in the basement of the gymnasium.

**REGISTRATION REQUIREMENTS**

**VARSITY ATHLETES.** Students may substitute work on varsity and junior varsity squads for the physical education requirements, and are responsible directly to the coaches for their attendance. Men who drop or are dropped from these squads must report to the Physical Education Office to register. Men taking varsity or junior varsity athletics for physical education credit must register according to the regular schedule.

**LATE REGISTRATION.** Students who register after the scheduled dates will be subject to the late registration charge of \$2.00.

**MEDICAL EXCUSE.** Men whose physical condition prevents them from participation in athletics should see the Director of Physical Education to arrange some method of meeting the requirements. These men will be allowed to work as intercollegiate sports managers or to take extra work in the non-academic field.



# Residence Halls and Food Services



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### ROOM ASSIGNMENTS

Rooms are assigned by the Dean of Students on the basis of priority numbers favoring upperclassmen.

giving and mid-year vacations and for a pre-announced three or four days during Christmas and Spring vacations. They are closed to all students during the majority of Christmas and Spring Vacations.

### OCCUPANCY SCHEDULES

Rooms may be occupied on the day College opens at 1:00 p.m. They must be relinquished by 4:00 p.m. on May 24th. Seniors are expected to vacate their rooms by 4:00 p.m. on Commencement Day, May 28th.

Students who live several hundred miles from campus may request permission from the Dean of Students to remain on campus during Christmas and Spring vacations. One or two dormitories will be designated for vacation occupancy and students with permission to remain on campus will be assigned a room in one of the open dormitories. Permission is not given for reasons of study or term papers.



### CHANGE OF ROOM ASSIGNMENT

A student may not transfer his room assignment without prior consent of the Dean of Students. If a student is permitted to move he must return the key of the room vacated and obtain a new key for the room he will occupy. A \$2.00 charge is made when the student changes rooms.

### VACATION OCCUPANCY

Dormitories are open to students during Thanks-

### FEES

The room and board fee is due in two installments, on the first day of each semester. If a student vacates his room, no refund of room rental is made at any time unless the room is re-rented to a non-resident student. If a student vacates his room sometime during the first semester, he will not be liable for a second semester room charge.

### ROOM EQUIPMENT

If a student does not wish to use the room equip-

ment provided by the College he must notify the keymaster, who will arrange for such piece or pieces of equipment to be removed to storage. The cost for each piece of equipment to be moved or stored is \$2.00.

College mattresses may be used only on College bedframes.

Personal rugs and furniture must be in good condition in order to comply with fire and sanitary regulations. All student furniture must be completely portable and free standing, and may not be attached to the walls, ceiling, or woodwork.

#### KEYS

Students are expected to have keys for their rooms. Keys are issued by the keymaster in each dormitory at the beginning of the school year. There is a charge of \$2.00 for the replacement of a lost key. Failure to return a key within ten days after the end of a semester will result in a \$10.00 key and lock cylinder replacement charge.

#### LAMPS

Study lamps can be obtained from the Buildings and Grounds office for a deposit of \$5.00 which will be refunded in full when the lamp is returned. Lamps must be returned at the end of the school year.

#### BEDBOARDS

Bedboards are available on the same basis as the study lamps.

#### ELECTRICAL APPLIANCES

Only the following electrical items are acceptable: radio, phonograph, television, fan, electric razor, electric blanket, lamps, and electric iron (for use in laundry rooms only).

#### HOT PLATES

Hot plates are provided for the heating of coffee or soup in most dorms. No other cooking is permitted.

#### REFRIGERATORS

Refrigerators are permitted but are limited as to size, use, and location. All refrigerators must be reg-

istered in advance with the Buildings and Grounds Office. Specific regulations regarding the use and location of the refrigerators are issued when they are registered.

College refrigerators may be rented for \$15.00 per semester for use in the South and North Dorms.

#### ANTENNAS

The College does not allow the installation of wire antennas or connections between rooms or outdoors.

#### LAUNDRY EQUIPMENT

The College provides laundry equipment in the basements of Barclay, South Dorm, and the North Dorm. Irons may be borrowed from the keymaster.

#### TELEPHONES

Students may arrange, through the Buildings and Grounds office, to have private telephones installed in their rooms. A \$50.00 deposit is required by the Bell Telephone Company. Residents of Lloyd, South Dorm, and North Dorm may use only the existing receptacles.

#### ROOM DECORATION

Articles may not be tacked, fastened or pasted with stickers to the walls, furniture, doors or fixtures. Jiffy hooks may be used *only* in those dorms without picture moldings in the walls. Special hangers for use in the picture moldings are available in the bookstore.

#### PAINTING OF ROOMS

Dormitories are painted on a regular schedule. Excessive damage to the painting that requires either repainting or washing will result in a charge to the student. Students are not allowed to paint their rooms.

#### DAMAGES

The resident of each room is responsible for any damage to his room or contents, including windows, doors, and furniture, whether he is present or absent when the damage occurs. He may notify the Build-

ings and Grounds Office of the name of the person responsible for the damage.

Because damage assessments are made against the occupant of the room at the time the damage is discovered, students are advised to note existing damages in instances of room change. The new occupant of a room is advised, for his own protection, to report, in writing, existing damages to the Buildings and Grounds Office.

All rooms have been inspected prior to occupancy in the fall, and existing damages noted.

The damage policies of the Students' Association apply to all areas outside the student room.

#### DAMAGE CHARGES

Charges for damages are based on the actual cost of materials, direct labor, and a standard overhead factor. A list of common charges is available in the Buildings and Grounds Office.

#### REPAIRS

Faculty equipment or trouble with heat, light, or water and damages should be reported to the Office of Buildings and Grounds or to the dorm keymaster as soon as discovered.

#### MAID SERVICE

Maids will clean the room and replace the linen once per week. During the interim students are asked to maintain their room in a reasonably orderly condition. Rooms in a chaotic condition will not be cleaned. It is suggested that, on cleaning day, students clear dressers and desk tops of papers they do not wish to have disturbed.

#### STORAGE

The storage section of each dormitory will be open on certain days at the beginning and ending of the school year. During other times students wishing to arrange for the opening of storage areas should contact their keymaster.

Graduating students, and those students leaving the College, are not permitted to store any articles. The College does not accept any responsibility for loss or damage that might occur due to theft, fire, or any other cause.

#### FIREARMS

Operant firearms are forbidden on the campus.

#### PETS

Live animals are strictly prohibited although aquariums are permissible.

#### FIRE

Tampering with fire alarm systems, fire fighting equipment, and the blocking of fire doors are serious offenses. These and other actions which constitute a hazard to the safety of others will result in severe disciplinary action.

#### GROUNDS

In order to preserve the beauty of the grounds, it is necessary to prohibit organized games in the areas surrounded by Lloyd, Union, Roberts, Barclay, Sharpless, Hilles, Gymnasium, Library, Founders, Hall Building, and Stokes Hall.

#### SECURITY

While every effort is made to protect the security of residents' rooms and storage areas, the College cannot be responsible for losses due to theft or other causes. It is strongly recommended that students' rooms be locked. Cases of theft should be reported immediately to the keymaster.

#### INSURANCE

The College is not responsible, directly or indirectly, for loss or damage to any article of property anywhere on the campus due to fire, water, the elements, or action of third persons. It is recommended that insurance protection be carried by each student against loss or damage of personal property. The College offers fire insurance coverage on property of students on a blanket policy.

Application for this must be made on proper form to the Office of the Comptroller within the first two weeks of the College year. In some instances, some protection is provided by the policies carried by the parents on their personal property. Each student should consult his insurance agent for advice.

## INSPECTION

The right and privilege is reserved to and by the College to enter the students' quarters at any time for the purpose of making inspections of the quarters and equipment, for enforcing the regulations contained in this handbook, or performing any maintenance work which is needed.

## SEIZURE

The right and privilege is reserved to and by the College to seize any illegal items which are visible. The student will be notified by campus mail, and all confiscated items will be held at the Buildings and Grounds Office for 48 hours after notification to allow appeal.

## SEARCH

Searches entail investigation beyond what is visible. The right and privilege is reserved to and by the Students' Council to search the students' quarters at any time. A Council member and a College official must be present for all searches.

## DINING ROOM HOURS

Monday through Saturday:	Breakfast	7:30 – 8:30
	Continental Breakfast	8:30 – 9:45
	Lunch	11:30 – 1:00
	Dinner	5:15 – 6:45
Sunday:	Breakfast	8:30 – 9:15
	Continental Breakfast	9:15 – 9:45
	Lunch	12:00 – 1:15
	Dinner	5:15 – 6:15

## PRIVATE DINING ROOMS

The West, East Haverford, and Alumni Dining Rooms may be reserved for luncheon or dinner meetings. The Faculty Room may be reserved for dinner meetings only. Reservations should be made in advance with the food manager.

No charge is made if the regular cafeteria service is used. A 25¢ per plate surcharge is made when the regular cafeteria menu is to be served by waiter; charges for special menus and service should be discussed with the food manager.

## COOP HOURS

The Coop is open weekdays from 9:00 a.m. to 2:00 p.m. and from 8:30 p.m. to 12:30 a.m.; on Saturday from 8:00 a.m. until noon, and on Saturday evenings at hours to be announced. The Coop is closed on Sundays.

## VENDING MACHINES

Candy and soft drink machines are located in the Union, Barclay, South Dorm, North Dorm, and Leeds basements. Should any machine fail to operate properly, or should money be lost in the machine, the matter should be promptly reported to the Buildings and Grounds Office. Prompt refunds of lost money are given *(at the coop)*.

## CATERING SERVICES FOR SPECIAL FUNCTIONS

The food service makes available catering services at modest rates for student social events. Arrangements should be made well in advance of the event with the food manager, who will also aid in planning for use of facilities, equipment, and food services.

## SPECIAL DIET SERVICE

A student requiring a special diet should obtain a letter from his physician and present this to the Food Manager, who will make all arrangements.

## DINING ROOM EQUIPMENT

Certain Dining Room equipment may be borrowed by students by contacting the food manager. Unless prior arrangements have been made, however, no equipment may be removed from the Dining Room. A charge of \$1.00 is made for each article of equipment found in Students' rooms.

## BRYN MAWR-HAVERFORD MEAL EXCHANGE

Students with Bryn Mawr class schedules that make it difficult to return to Haverford for lunch can,

## DINING ROOM GUESTS

Guests are welcome in the Dining Room. Guest and Day Student meal tickets can be purchased from the checker in the Dining Room.

by prior arrangement, take their lunch at Bryn Mawr, or have a box lunch prepared in advance, or have a late lunch in the Dining Room. Tickets for Bryn Mawr meals should be obtained from the Haverford food manager.

Weekend meal exchanges may also be arranged on a limited basis by the Dining Room Committee.

#### GUEST MEAL RATES

Breakfast	.70
Lunch	.95
Dinner	1.35
Sunday Dinner &	
Steak Dinner	1.50

#### REFUNDS

Academic requirements which prevent a student from attending as many as three luncheons per week will entitle a student to receive a refund of 40¢ per meal, subject to the approval of the dean of the College. These refunds must be requested the Monday following the meals missed at the Comptroller's Office.

Illness, or absence from classes for any other reason, which extends for a period of more than four weeks will entitle a student to a prorated refund. No other refunds are possible.

#### VACATION FOOD SERVICE

The board fee does not include provision for food services when College is not in session. The last meal in the dining room is the meal nearest the hour when

classes end. The first meal after a vacation period is breakfast on the day classes resume.

The Coop will be open on a limited basis during Thanksgiving and mid-year recesses, and also during the evening before classes resume before all vacations.

#### DINING ROOM DRESS

Students are asked to help maintain a pleasant atmosphere in the dining room by wearing suitable attire. Gym suits, short shorts, and bare feet are therefore not permitted. Bermuda shorts, however, are.

#### DINING ROOM CONDUCT

Excessive noise or lack of consideration by a few can quickly destroy the pleasure of mealtime for many others. Minor incidents of undesirable conduct will result in expulsion from the dining room for a specified period of time without any refund of board fees.

#### COMPLAINTS, SUGGESTIONS, IMPROVEMENTS

The food service, in all its aspects, is solely intended to serve the students. It is therefore important that the food manager hear from students about their likes, dislikes, and suggestions for improvements.

The Dining Room Committee is the primary vehicle for receiving and transmitting student comments about food service. The Dining Room manager, however, is always available to discuss these matters firsthand with the students.

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**LIBRARY**

*Special Note: Because of construction work in the Main Library, certain services may be curtailed during the first semester of the 1967-68 academic year.*

The Library is open on weekdays from 8:00 a.m. to midnight, and on Sundays from 1:00 p.m. to midnight. In addition to the main Library, there are departmental libraries as follows:

Math, Chemistry, and Physics — Stokes Hall  
 Biology — Sharpless Hall  
 Psychology — Sharpless Hall  
 Music — Drinker Auditorium  
 Astronomy — Strawbridge Observatory  
 Engineering — Hilles

The hours when these libraries will be available vary, and are posted on the bulletin boards.

Rules and information concerning the Library are printed in the *Guide to the Haverford College Library*. Every student receives a copy of this handbook and is expected to use it.

**SUMMER EMPLOYMENT**

The Dean of Students' Office maintains a central listing of summer job opportunities.

**PLACEMENT SERVICE**

The Alumni Office maintains a listing of positions open in business, industry, government, and institutions. Interviews with representatives from these areas can be arranged by consulting with the Director of Alumni Affairs.

**GRADUATE SCHOOL INFORMATION**

Students planning to go to professional schools may seek advice and information from appropriate faculty members as follows:

Business Administration	Mr. Teaf
Education	Mr. Lyons
Engineering	Mr. Hetzel
Law	Mr. Lane
Medicine	Mr. Cadbury
Theology	Mr. Spiegler

Students planning to do graduate work in a departmental subject should consult with the chairman of the department at Haverford.

**GRADUATE SCHOOL CATALOGS**

The catalogs of most colleges and universities in the United States are available for loan from the Registrar's Office.

**STUDY ABROAD**

A student who is interested in studying abroad should consult the Dean of the College. Up-to-date information on study in foreign universities is maintained in his office in Founders Hall.

**MUSIC PRACTICE**

Practice rooms and pianos are available for students' vocal or instrumental practice. Interested students should contact Dr. Reese, the chairman of the Music Department.

**BRYN MAWR AND HAVERFORD BUS SERVICE**

The two colleges jointly operate a bus to facilitate cooperative classes, lectures, and library use. The bus makes regular trips between the two campuses on weekdays when classes are in session. The bus leaves from the Infirmary at Haverford, and from Pembroke Arch at Bryn Mawr.

Leave Bryn Mawr	Leave Haverford
8:15 A.M.	8:45 A.M.
9:15 A.M.	9:45 A.M.



10:15 A.M.	10:45 A.M.
11:15 A.M.	11:45 A.M.
12:15 P.M.	12:45 P.M.
1:15 P.M.	1:45 P.M.
2:15 P.M.	2:45 P.M.
3:15 P.M.	3:45 P.M.
4:15 P.M.	4:45 P.M.
5:15 P.M.	5:45 P.M.
7:15 P.M.	7:45 P.M.
9:45 P.M.	10:15 P.M.
10:30 P.M.	10:45 P.M.
(Wed. only)	(Wed. only)

The bus may be chartered by student groups on weekends at the rate of \$3.00 per hour and 12¢ per mile, provided a regular college driver is available. There is a minimum charge of \$20.00.

### SCHOLARSHIPS

All scholarships for the current year have been previously awarded. Students wishing to apply for scholarships for 1968-69 should consult with Mr. Ambler before April 1968.

### STUDENT LOANS

A loan fund is available for deserving students who may require financial assistance during their college course. Students wishing loan information should see Mr. Ambler.

### STUDENT EMPLOYMENT

There are several opportunities for student employment in the Library, as clerical assistants for faculty and administrative officers, as research aids, and in the Dining Room. In most instances, prior consideration is given to students with financial need. Students interested in campus employment should register in the Dean of Students' Office.

### READING AND STUDY PROGRAM

A special reading and study skills program will be offered by the College for a five-week period during the Fall semester. Students who have not had special reading and study instruction or guidance are urged to consider this program, since most students have found it possible to develop their reading and study

skills considerably beyond their present levels. A special fee of \$70.00 is charged for the program.

In addition to this special program, the College counselors are available for individual consultation.

### SELECTIVE SERVICE

Students are required by law to register for Selective Service on or within five days after their 18th birthday. This may be done through the Dean of Students. In order that the proper forms may be sent to the Selective Service each year, each student should notify the dean of his Selective Service number and address of his local Selective Service Board. The forms sent by the College verify the student's eligibility for deferment.

Students who intend to be conscientious objectors are invited to consult with Professor Cary or Mr. James Vaughan.

### INFIRMARY

The dispensary is open from 8:00 to 10:00 a.m., 1:00 to 3:00 p.m., and 6:30 to 8:00 p.m. Monday through Saturday; and Sundays 10:00 to 11:00 a.m.; for routine office calls. Emergencies will be taken care of at any time.

The College physician is available at the infirmary from 2:00 to 3:00 p.m. Monday through Friday and will be called by the nurse on duty if needed at other times.

Visiting hours for patients in the infirmary are between 2:00 and 4:00 p.m., and 6:00 and 8:00 p.m. daily.

Emergency phone nights and weekends is MI 2-3133. The infirmary is closed during vacations.

### COUNSELING SERVICES

The College offers counseling for problems of a vocational, educational, or personal nature. Students are encouraged to make an appointment with any one of the counselors for an evaluation of his problem. He will usually be advised by the person he consults. When a problem warrants it, he will be referred to another member of the staff, or occasionally to an outside source for further help.

All student communications with the counseling staff are held in strict professional confidence, as are the names of students counseled.

The counseling staff consists of a psychiatrist, Dr. Peter Bennett, and two clinical psychologists, Mrs. Judith Katz, and Mr. James Vaughan. Appointments with Dr. Bennett should be made with nurse at the Infirmary. Appointments with Mrs. Katz and Mr. Vaughan should be made at their offices in Rooms 3 and 5, Sharpless Hall.

#### PSYCHOLOGICAL TESTING

The records of the psychological tests which each student takes during Customs Week are available in the Counseling Offices. Any student desiring an explanation of them may ask for an appointment with either Mrs. Katz or Mr. Vaughan.

Students who desire counseling in regard to majors or vocational plans may ask to take supplementary tests of aptitudes, interests, or personality.

#### ACCIDENT INSURANCE

Every student is covered by a blanket accident policy paid for from the unit fee. This insurance pays actual expenses resulting from any accident up to a limit of \$1000 for each accident. All claims under this policy should be directed to the College physician.

#### BOOKSTORE

The book store, located in the Union, is open from 10:00 a.m. to 4:00 p.m. Monday through Friday. Extended hours are announced during the beginning of each semester.

#### CHECK CASHING

The cashier's window, located in Hilles, is open to cash student checks from 10:15 a.m. to 11:45 a.m. Monday through Friday.

#### GUESTS - WEEKEND DATES

On festive weekends, a representative of the Students' Council, arranges for rooms in faculty homes and at Bryn Mawr for students' out-of-town dates. The faculty do not expect renumeration for this service, but students should observe the following suggestions:

1. The faculty hostess should be contacted as soon as possible. She should be given the name and home address of the girl who is expected to stay with her, and the approximate times of her arrival and departure.

2. The hostess should be kept informed of any changes in the girl's plans.

3. Thank-you notes are appreciated.

#### CALENDAR

The central Calendar of Events is maintained in the Office of the Dean of Students. All campus extra-curricular activities are registered in this office. A *Calendar of Events* is published weekly by the Students' Council and distributed throughout the campus.

#### ART RENTAL

The College has a collection of framed prints which are rented to students at a very nominal rate. Announcements will be made in the fall about when students may make selections from this collection.

#### LOST AND FOUND

Items lost or found should be reported to the Buildings and Grounds office. This office periodically posts lists of lost and found items. Items believed stolen may be reported either to the Buildings and Grounds Office or to the dorm keymaster.

#### TICKET SALES

The Dean of Students' Office maintains a central ticket office service for campus organizations. When tickets are not being directly sold by student salesmen, reservations can be made in the Dean of Students' Office.

#### MEETING ROOMS

The Council Room in the Union is available for meetings of campus organizations when not in use by the Students' Council. Other meeting rooms can be reserved in the Dean of Students' Office.

#### NOTARY PUBLIC

A Notary Public is provided for the convenience of students in the Comptroller's Office and in the Registrar's office. The standard \$1.00 charge is made for the service.

#### CONCESSIONS

Each year the Students' Council awards certain selling concessions to students. Except by special permit, no other soliciting or selling is allowed on campus. Generally, student concessions are allowed only for items not made available by the Book Store and the Coop. Any student may start a new concession by applying to the Council Secretary.

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\* Away Event — Event at Home = Event at Bryn Mawr ( ) Tentative

NOVEMBER, 1968



\* Away Event = Event at Home = Event at Bryn Mawr (

\* AWAY Event = Event at Home

= Event at Bryn Mawr () Tentative

JANUARY,  
1969



\* Away Event — Event at Home = Event at Bryn Mawr ( ) Tentative

**MARCH,  
1969**

APRIL, 1969

MONDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

EDIDAY

CATIDAY

\* Away Event      = Event at Home      = Event at Penn Mawr      ( ) Tentative

MAY,  
1969

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY

FRIDAY

SATURDAY

1	2	3		
			Meeting 10:40 Prize competition mss. due in Registrar's Office 4 pm	Meeting 10:40 * BASE PMC 3:30 —TENNIS Swarthmore 3 pm —GOLF Lenigh, F & M 1 pm —DRAMA CLUB—Roberts
4	5	6	7	8
		COLLECTION 10:40 =Friends of Music Concert at BMC		Spring Term non-academic courses end. * BASE Swarthmore 3:30 * TRACK Ursinus * TENNIS Moravian 3 pm
11	12	13	14	15
				Meeting 10:40
		SENIOR COMPREHENSIVES		Meeting 10:40 Fac. Mtg. 4:15
				Meeting 10:40 * TRACK PMC 2 pm * TENNIS Swarthmore 2 pm —DRAMA CLUB Roberts
18	19	20	21	22
		Papers in lieu of exams (and lab notebook(s)) due as scheduled by instructor but no later than 4 pm		Second semester classes end 11:30 am Papers except those in lieu of exams due 12 noon —BASE Ursinus 2 pm
		FINAL EXAMINATIONS		FINAL EXAMINATIONS
25	26	27	28	29
				MEMORIAL DAY
		COMMENCEMENT		
				Final Faculty Meeting 9:15



#### EMERGENCY PHONE NUMBERS

Fire	.....	649-4200
Police	.....	MI 2-7700

#### CAMPUS PAY PHONES

Barclay - 1st floor	.....	MI 2-9524
Barclay - 3rd floor	.....	MI 2-9506
Drinker Music Center	.....	MI 2-9521
Field House	.....	MI 9-9730
French House - 2nd floor	.....	MI 2-9613
Jones Hall - Basement	.....	MI 2-9497
Leeds Hall - 1st floor	.....	MI 2-9532
Lunt Hall - Basement	.....	MI 9-9739
Lyman Beecher Hall Bldg.	.....	MI 2-9572
Power House	.....	MI 2-9540
Sharpless Hall - 1st floor (Biology)	.....	MI 2-9639
Sharpless Hall - 3rd floor (Psychology)	.....	MI 2-9626
Stokes Hall - 1st floor	.....	MI 2-9591
Union - 1st floor	.....	MI 2-9514
Williams House - 2nd floor	.....	MI 2-9428
Yarnall House	.....	MI 2-9595







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C. C. WALDT



B. WALLACE



P. E. WEHR



E. YAROSH



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A. ASBERRY  
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A. H. BARTELS  
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S. L. BARTON  
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S. E. BARTON  
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A. L. BARUFFI  
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S. W. BATZELL  
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T. E. BELL  
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A. D. BLISTEIN  
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R. L. BOGEN  
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R. A. BOHRER  
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J. V. BOMBA  
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E. V. BONADUCE  
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J. M. BOOTH  
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M. P. BOTTAICO  
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R. J. BOULWARE  
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J. R. BOWER  
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D. H. BOYER  
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D. C. BRASSFIELD  
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W. K. BRAUCHER  
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M. F. BRISELLI  
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C. BROWN  
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M. BROWN  
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S. BROWN  
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B. M. BROWNL  
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R. BRYAN, JR.  
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T. S. BRYSON  
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A. M. BURKE  
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J. B. BUTLER, JR.  
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S. J. CALLAHAN  
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D. W. CARTER  
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D. CASEY  
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R. J. CHANDLER  
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E. F. CHANEY  
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T. J. CHAPIN  
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R. A. CHAPMAN  
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E. P. CHESTER  
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J. A. CHEWNING  
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S. H. CLARK  
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S. H. CLEARMAN  
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T. L. CLOUGH  
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C. COLVIN  
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F. H. CONROY  
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D. W. COTLOVE  
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B. J. CRAIG  
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S. W. CROPPER  
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B. L. GRIFFIN  
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E. K. GRIMMELMANN  
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S. L. GROSS  
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P. H. HAGGEN  
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T. W. HARRIS, JR.  
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P. C. HART  
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J. M. HAYES  
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C. L. HEDRICK  
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M. E. HELLER  
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E. A. HELME  
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G. W. HELME IV  
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J. HENDERSON  
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P. F. HENSLEY  
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D. A. HEPNER  
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M. L. HUMPHRIES  
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B. E. HUNTER  
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W. A. HUTCHINS  
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B. C. IA COBUCCI  
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R. IHRIE, JR.  
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R. S. INGRAM  
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W. C. INGRAM  
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J. W. INSLEE  
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M. R. INVER  
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A. M. IRVING  
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J. W. IVES  
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G. W. JACKSON  
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S. A. JAROCKI  
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J. A. KELEMEN  
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H. D. KELLY, JR.  
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R. A. KIMMICH, JR.  
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R. H. LEWIS  
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B. K. LINCOLN  
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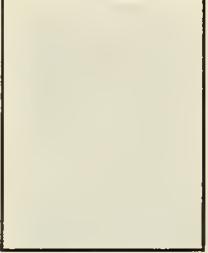
F. V. LOWE, JR.  
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J. A. LYCETT  
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T. W. MASLAND  
1972



H. D. MASON  
1969



J. T. MASON  
1972



J. A. MASON  
1971



H. P. MASSIE  
1970



T. A. MC CAIN  
1970



G. R. MC CONNELL  
1969



H. L. MC CURTIS  
PB



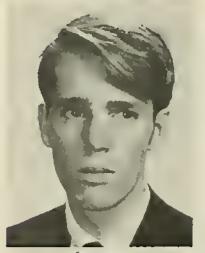
A. C. MC HARG  
1972



R. S. MC KEE  
1972



M. K. MC LEMORE  
1971



K. S. MC MURTRY  
1972



T. R. MEIER  
1969



E. D. MELBY  
1970



S. M. MELTZER  
1972



P. M. MELVIN  
1971



R. G. MERKLER  
1971



C. G. METZGER  
1972



R. S. MIDGETT  
1972



W. O. MILES II  
1970



M. A. MILLER  
1970



M. R. MILLER  
1970



R. A. MILLER  
1971



S. E. MILLER  
1971



L. MILLHOFER  
1971



P. D. MINDUS  
1972



R. W. MONG  
1971



A. C. MORGAN  
1970



P. H. MORRISON  
1972



P. L. MORROW  
1971



R. C. MORROW  
1972



J. MULLINS  
PB



S. J. MURPHY  
1970



J. D. MYERS  
1971



J. W. NEAL  
1970



P. E. NEWBURGER  
1970



S. R. NEWCOMB  
1971



A. D. NEWKIRK  
1969



G. C. NEWMAN  
1970



D. E. NICHOLSON  
1972



J. D. NICHOLSON  
1970



T. B. NICKEL  
1970



K. E. NORDINE, JR.  
1972



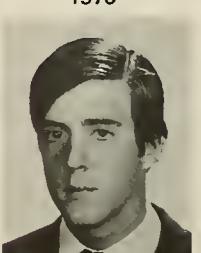
R. B. NORRIS  
1971



D. J. NOVAK  
1970



S. K. OBERHOLTZER  
1972



J. R. O'DONNELL  
1972



F. K. O'HARA  
1972



M. J. O'LEARY  
1970



P. M. OLSON  
1972



R. B. OLVER  
1969



D. R. ORAN  
1970



S. L. OREFICE  
1971



R. L. H. ORLANDO  
1969



F. M. OVSIEW  
1971



J. C. OTTENBERG  
1970



J. C. OWENS  
1971



J. A. A. PABARUE, JR.  
1972



T. PACE  
1972



M. S. PAGE  
1972



P. T. PALADE  
1970



T. A. PANCOAST  
1970



R. C. PAPPAS  
1969



D. R. PARHAM  
1972



J. C. PARKIN  
1971



G. B. PATRICK  
1972



F. K. PATTON  
1971



H. C. PERRY  
1971



W. R. C. PHELPS  
1969



G. L. PHILLIPS III  
1972



W. A. PHILLIPS  
1969



F. PLATA  
1969



T. A. PLEATMAN  
1969



J. S. POBER  
1971



D. H. POORMAN  
1970



J. P. POORMAN  
1972



S. H. PRAVDO  
1972



K. M. PRESSMAN  
1971



J. L. PRICE, JR.  
1972



A. J. PRITCHARD  
1971



D. J. PROCTOR  
1972



M. J. PRYOR  
1969



W. W. PURVIS  
1971



J. F. PYFER, JR.  
1969



J. S. QUISENBERRY  
1971



J. D. RALPH  
1972



R. M. RAM  
1970



B. R. RASKOB  
1970



D. T. READ  
1972



R. R. REAGAN  
1971



K. RETI  
1970



H. REYNOLDS  
1969



B. T. RHODES  
1972



D. L. RICE  
1970



B. J. RICHARDSON  
1972



C. M. RICHARDSON  
1971



J. S. RICHMOND  
1972



E. S. RICHTER  
1970



B. E. RIDLEY  
1971



C. RINGWALT  
1970



P. W. RITCHIEY  
1971



H. S. RIVERA  
1971



J. T. RIVERS III  
1969



D. M. ROBERTS  
1970



S. H. RODES  
1972



A. C. ROGERS  
1971



J. W. ROGERS  
1970



K. B. ROGERS  
1970



S. E. ROGERS  
1971



D. E. ROHRЛИCH  
1972



A. M. ROLFE  
1971



S. M. ROLFE  
1969



D. M. ROSEN  
1971



D. R. ROSS  
1969



B. S. ROTHMAN  
1969



D. M. ROTHSTEIN  
1970



J. A. ROTTENBERG  
1971



C. L. RUB  
1969



J. RUBENSTEIN  
1970



E. RUSSEK  
1970



S. C. RUSSELL  
1971



P. L. SAMSON  
1972



R. A. SANDHAUS  
1971



R. F. SANTORE  
1971



F. A. SANTORO  
1969



J. S. SARGENT  
1969



R. T. SATALOFF  
1971



H. SAUL  
1971



G. M. SAVA  
1969



C. S. SAXTER  
1969



E. W. SCHNEIDER  
1970



M. G. SCHNEIDER  
1972



B. M. SCHOTZ  
1970



R. G. SCHWARTZ  
1971



M. J. SCHWENK  
1969



C. J. SCOTT  
1971



R. E. SEROTA  
1969



S. J. SHAPIRO  
1971



M. P. SHAW  
1971



A. B. SHETTEL  
1971



C. A. SHIELDS  
1970



M. K. SHIMODA  
1969



S. SILBERLING  
1971



R. S. SILUK  
1970



D. A. SILVERMAN  
1972



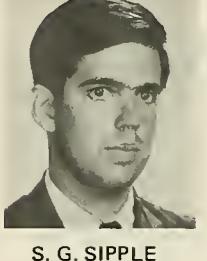
W. H. SILVERMAN  
1971



D. C. SIMMONS  
1972



L. H. SIMONS III  
1970



S. G. SIPPLE  
1972



H. A. SIRE  
1970



S. D. SKAROFF  
1971



J. L. SKLAR  
1970



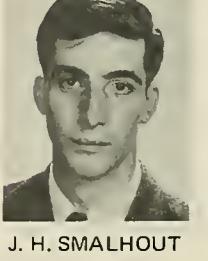
E. M. SLEEPER  
1969



D. J. SLOANE  
1972



W. L. SLOCUM  
1970



J. H. SMALHOUT  
1972



G. J. SMALLEY  
1971



A. E. SMITH  
1971



C. R. SMITH  
1972



E. O. SMITH  
1969



M. B. SMITH  
1971



R. G. SMITH  
1972



G. M. SMOAK  
1969



A. J. SMOLEN  
1970



C. SNEDEN  
1969



C. H. SNYDER  
1969



H. W. SNYDER  
1971



M. E. SNYDER  
1970



J. E. SORENSEN  
1970



J. L. SPELLER  
1970



L. W. SPOEHR  
1969



T. L. SPRAY  
1970



F. L. STALLINGS  
PB



J. A. STANCO  
1971



R. L. STAVIS  
1969



S. T. STAVRAKAS  
1971



C. STEENBERGEN, JR.  
1972



M. A. STEHNEY  
1971



M. I. STEPHENS  
1971



E. STERLING  
1971



D. L. STERN  
1969



R. O. STERN  
1969



D. D. STERNBERGH  
1970



R. B. STEWART III  
1971



S. M. STEWART  
PB



A. W. STOKES, JR.  
1969



R. STOLL  
1972



J. W. P. STORCK  
1969



K. L. STOVER  
1969



G. R. STROHL III  
1970



T. W. STUDWELL  
1971



K. D. SUGARMAN  
1972



R. F. SUTTON  
1969



A. SWAN  
1970



L. F. SWANN  
1972



J. P. SWEET  
1972



E. J. SZEWCAK  
1972



C. R. TANNENBAUM  
1971



P. A. TASHMAN  
1970



B. TAYLOR  
1971



J. H. TAYLOR  
1971



L. TAYLOR, JR.  
1969



P. L. TAYLOR  
1969



P. C. TAYLOR  
1972



L. P. TEMPLE  
1970



R. B. TERRY  
1972



D. B. THOMAS  
1972



D. L. THOMAS, JR.  
1971



W. M. M. THOMAS  
1970



C. H. THOMPSON  
1970



D. B. THOMPSON  
1970



P. W. TOBEY  
1970



W. C. TOMPSETT  
1970



J. G. TOTH  
1970



O. A. TRAINER  
1972



P. J. TRAMDACK  
1970



V. F. TRAPANI  
1969



J. L. TREAT  
1972



S. R. ULAN  
1971



P. J. URQUHART III  
1972



P. C. URSELL  
1972



M. H. VAN BUSKIRK  
1972



W. G. WAGNER  
1972



S. G. WALENS  
1969



J. N. WALKER  
1970



P. S. WALLACE  
1970



C. WALTON  
1971



J. W. WALTON, JR.  
PB



A. Z. F. WANG  
1972



F. D. WARREN  
1970



J. B. WARREN  
1970



N. E. WARRES  
1972



S. C. WASHBURN  
1969



W. L. WATSON  
1972



K. E. WEAVER  
1972



L. D. WEBBER  
1970



P. L. WECKSTEIN  
1969



D. S. WEIGHTMAN  
1971



R. I. WEISBERG  
1972



J. A. WEISMAN  
1971



T. W. WEISMAN  
1969



D. C. WENDELL III  
1972



P. D. WHIDDEN  
1972



H. S. WHITE  
1969



R. S. WHITE  
1969



S. L. WHITE  
1971



W. S. WHITE  
1969



C. S. WHITMORE  
1970



T. N. WHITTIER  
1969



D. S. WILL  
1971



A. WILLIAMS  
PB



R. L. WILLIAMS  
1969



T. R. WILLIAMS, JR.  
1972



C. G. WILSON  
1970



G. F. WINFIELD  
1969



I. K. WINT  
1972



P. M. WODLINGER  
1969



R. B. WOLFE  
1970



A. WOLPE  
1972



D. N. WOOD  
1969



A. M. WOODWARD  
1970



M. E. WORKMAN  
1971



C. WRIGHT IV  
1971



R. T. WRIGHT  
1972



J. S. WYLIE  
1971



M. A. YACKO, JR.  
1972



D. C. YAGER  
1971



R. D. YAGER  
1972



T. N. YARMON  
1969



W. M. YATES  
1969



A. YEN  
1969



D. E. YOUNGERMAN  
1971



M. A. ZABLUDOFF  
1971



R. ZAPANTA  
PB



J. S. ZECHMAN  
1971



D. E. ZELLEY  
1972



S. R. ZUKIN  
1970



D. C. ZUMETA  
1972



W. M. ZUMETA  
1969

## STUDENT CLASS LIST 1968-1969

### FRESHMAN CLASS (1972)

Ackelsberg, Irving  
 Albino, Juan A.  
 Allen, Matthew H.  
 Anderson, T. Robert  
 Arner, Roger B.  
 Bahn, Peter R.  
 Baird, Brian D.  
 Ballard, LeRoy  
 Balter, Andrew L.  
 Banks, David R.  
 Baruffi, Arthur L.  
 Bell, Thomas E.  
 Belles, Terry A.  
 Benke, Eric G.  
 Bernard, David H.  
 Betz, Edwin H.  
 Bilane, Robert F.  
 Bogen, Russell L.  
 Booth, James M.  
 Bottalico, Mauro P., Jr.  
 Brin, David M.  
 Brown, Marc A.  
 Brownell, Bruce M.  
 Bryan, Robert, Jr.  
 Butler, John B., Jr.  
 Casey, Donald  
 Chapin, Thomas J.  
 Chapman, Robert A.  
 Clark, Stephen H.  
 Clearman, Stephen J.  
 Colbert, Andrew F.  
 Cotlove, David W.  
 Csordas, Gabor J.  
 Cullander, Eric  
 de Vries, Willem A.  
 Donner, William W.  
 Douglas, David S.  
 Drury, John W.  
 Duncan, Herbert L.  
 Easton, Roger L., Jr.  
 Emanuel, David L.  
 Emmett, Gary A.  
 Farshtey, Kenneth D.  
 Fein, Johnathan L.  
 Finley, David E.  
 Fitz, Edward W.  
 Fluck, J. Jeffrey  
 Freedman, Carl I.  
 Fried, Donald R.  
 Gann, David E.  
 Garber, Mark H.  
 Garton, Bruce S.  
 Gibbs, Gerald A., Jr.  
 Gjenvick, Timothy C.  
 Greenspan, Gary H.  
 Griffin, Brian M.  
 Griffin, Bruce L.  
 Gross, Stephen L.  
 Haagen, Paul H.  
 Hales, Peter B.  
 Hallowell, Philip C.  
 Hallick, Charles E.  
 Hamm, Charles L.  
 Harper, John L.  
 Harris, Thomas W., Jr.

Haskell, Halford W.  
 Heller, Martin E.  
 Helme, George W., IV  
 Hensley, Paul F.  
 Herzberg, Peter J.  
 Hirsh, Paul D.  
 Hough, Gerald J., Jr.  
 Hsia, David C.  
 Hunter, Bruce E.  
 Ingram, Robert S.  
 Ives, Jonathan W.  
 Juch, William A., IV  
 Kastner, Scott M.  
 Katz, Robert S.  
 Kelemen, James A.  
 Kerr, Christopher J.  
 Kleiman, Mark R.  
 Kozey, Stephen G.  
 Krause, James C.  
 Krause, Paul L.  
 Lamb, Bruce E.  
 Lawrence, Niel S.  
 Lawson, Thomas E.  
 Lee, Robert F.  
 Lerche, Charles O., III  
 Levin, William A.  
 Lewis, Guy E.  
 Lindsay, S. Craig  
 Loughrey, William P.  
 Love, Mark W.  
 Ludwig, Kenneth D.  
 Lyckett, James A.  
 Lyon, Geoffrey P.  
 MacDonald S. Alexander  
 Magun, Arthur M.  
 Mann, W. Berkeley, Jr.  
 Manning, Mark C.  
 Marino, Andrew L.  
 Masland, Thomas W.  
 Mason, John T.  
 McHarg, Alistair C.  
 McKee, Robert S.  
 McMurtrey, Kevin S.  
 Meltzer, Steven M.  
 Metzger, Charles G.  
 Midgett, Roger S.  
 Mindus, Paul D.  
 Morrison, Peter H.  
 Morrow, Robert C.  
 Nicholson, David E.  
 Nordine, Kenneth E., Jr.  
 Oberholtzer, Scott K.  
 O'Donnell, John R.  
 O'Hara, Frank K.  
 Olson, Peter M.  
 Pabarue, James A.A., Jr.  
 Pace, Timothy  
 Page, Michael S.  
 Parham, David R.  
 Patrick, Gregory B.  
 Phillips, G. Lawrence, III  
 Poorman, John P.  
 Pravdo, Steven H.  
 Price, John L., Jr.  
 Proctor, David J.  
 Ralph, Jonathan D.  
 Read, David T.  
 Rhodes, Barry T.  
 Richardson, Brant J.  
 Richmond, Ian S.  
 Rodes, Stuart H.  
 Rohrlich, David E.  
 Samson, Peter L.  
 Schneider, Marcus G.  
 Silverman, David A.  
 Simmons, David C.  
 Sipple, Scott G.  
 Sloane, David J.  
 Smalhout, James H.  
 Smith, Curtis R.  
 Smith, Robert G.  
 Steenbergen, Charles, Jr.  
 Stoll, J. Robert  
 Sugarman, Kenneth D.  
 Swann, Lawrence F.  
 Sweet, John D.  
 Szewczak, Edward J.  
 Taylor, Philip C.  
 Terry, Richard B.  
 Thomas, David B.  
 Trainer, Owen A.  
 Treat, John L.  
 Urquhart, Paul J., III  
 Ursell, Philip C.  
 Van Buskirk, Michael H.  
 Wagner, William G.  
 Wang, Andrew Z.F.  
 Warres, Neil E.  
 Watson, William L.  
 Weaver, Karl E.  
 Weisberg, Robert I.  
 Wendell, Douglas C., III  
 Whidden, Paul D.  
 Williams, Theodore R., Jr.  
 Wint, Ian K.  
 Wolpe, Allan  
 Wright, R. Thompson  
 Yacko, Michael A., Jr.  
 Yager, Robert D.  
 Zelley, David E.  
 Zumeta, David C.

### SOPHOMORE CLASS (1971)

Alter, Dinsmore J.  
 Andrews, William W.  
 Arinsberg, David E.  
 Bachman, R. Ruegeley  
 Balint, Peter J.  
 Barry, Stephen W.  
 Bartels, Andrew H.  
 Barton, Scott L.  
 Barton, Stephen E.  
 Batzell, Stephen W.  
 Beckwith, Eric G.  
 Berg, Douglas A.  
 Berry, Donald F.  
 Blistein, Adam D.  
 Bohrer, Robert A.  
 Bonaduce, Emil V.  
 Brassfield, David C.  
 Brenner, Douglas R.  
 Brown, R. Christopher  
 Bryson, Timothy S.  
 Burke, Allan M.  
 Carter, David W.  
 Chester, Edwin P.  
 Chewning, John A.  
 Clough, Thomas L.  
 Cole, Richard M.  
 Collar, John A.  
 Craig, Barton J.  
 Crawford, Richard B.  
 Davidson, John L.  
 Decker, Jack W.  
 Deklewa, James R.  
 Delano, Jonathan W.  
 Denton, Donald M.  
 Diamond, Stuart S.  
 Director, Roger L.  
 Edelston, A. Kenneth  
 Eisdorfer, Stephen M.  
 Erickson, Timothy L.  
 Espo, David M.  
 Evans, Donald W.  
 Fales, E. Noel, II  
 Feroe, Barton K.  
 Ferree, G. Donald, Jr.  
 Finkel, Howard B.  
 Fly, Maurice L.  
 Foley, Ronald C.  
 Forman, Stephen L.  
 Froehlke, Bruce R.  
 Gilchrist, William R.  
 Gill, John T.  
 Gilmer, Patrick M.  
 Goderez, Bruce I.  
 Goldberger, Peter D.  
 Goldman, Michael H.  
 Goodman, Roy S.  
 Gowen, Thomas L., Jr.  
 Greenfield, Richard R.  
 Grimmelmann, Erik K.  
 Hall, Walter R.  
 Hart, Philip C.  
 Harvey, William R.  
 Hastings, Brian W.  
 Hayden, John D., Jr.  
 Heaton, Charles J., Jr.  
 Hepner, David A.  
 Herrmann, Paul J.  
 Hobson, William R.  
 Hodges, Peter B.  
 Hoenemeyer, Frank J.  
 Hoopes, Thomas M.  
 Horne, Carl S.  
 Huibregtse, Mark E.  
 Hurd, Hollis T.  
 Inver, Marc R.  
 Jacobson, Harlan M.  
 Jenkins, Daniel W.  
 Johnson, Douglas H.  
 Johnston, Robert A.  
 Jones, Steven S.  
 Kamarck, Martin A.  
 Kimmich, Robert A., Jr.

## STUDENT CLASS LIST 1968-1969

Koeppel, Roger E., II  
 Kovaric, Thomas R.  
 Kromer, John S.  
 Kunz, Timothy A.  
 Lanson, Gerald F.  
 Laquer, Christopher M.  
 Lewis, John A.  
 Louie, Samuel  
 Lovenworth, Stanton J.  
 Lowry, Andrew B.  
 MacClaren, Marc S.  
 MacLean, Duncan S.  
 Mahon, Morgan B.  
 Maier, John R.  
 Marge, Wayne S.  
 Mason, Joseph A.  
 McLemore, Michael K.  
 Melvin, Paul M.  
 Merkler, Richard G.  
 Miller, Richard A.  
 Miller, Steven E.  
 Millhofer, Lawrence G.  
 Mong, Robert W.  
 Morrow, Paul L.  
 Myers, Jeffrey D.  
 Newcomb, Steven R.  
 Norris, Ronald B.  
 Orefice, Stephen S.  
 Ovsiew, Fred M.  
 Owens, J. Craig  
 Parkin, John C.  
 Patton, Frederick K.  
 Perry, Harvey C.  
 Pober, Jordan S.  
 Pressman, Kurt M.  
 Pritchard, Arnold J.  
 Purvis, William W.  
 Quisenberry, J. Stokes  
 Reagan, Robert R.  
 Richardson, Curtis M.  
 Ridley, Bruce E.  
 Ritchey, Patrick W.  
 Rivera, Henry S.  
 Rogers, Alan C.  
 Rogers, Samuel E.  
 Rolfe, Arthur M.  
 Rosen, David M.  
 Rottenberg, John A. M.  
 Rubenstein, Jonathan L.  
 Russell, Stephen C.  
 Sandhaus, Robert A.  
 Santore, Richard F.  
 Sataloff, Robert T.  
 Saul, Harry  
 Schwartz, Robert G.  
 Scott, Christopher J.  
 Shapiro, Stephen J.  
 Shaw, Mark P.  
 Shettel, A. Bruce  
 Silberling, Stephen P.  
 Silverman, William H.  
 Skaroff, Steven D.  
 Smalley, Gregory J.  
 Smith, Anthony E.  
 Smith, Matthew B.  
 Snyder, Hal W.  
 Stanco, John A.

Stavrakas, Spyros T.  
 Stehney, Michael A.  
 Stephens, Mitchell I.  
 Sterling, Eric E.  
 Stewart, Robert B., III  
 Studwell, Thomas W.  
 Tannenbaum, Carl R.  
 Taylor, Bruce T.  
 Taylor, James H.  
 Thomas, David L., Jr.  
 Ulan, Stephen P.  
 Walton, Christopher M.  
 Weightman, Donald S.  
 Weisman, James A.  
 White, Stephen L.  
 Will, Donald S.  
 Workman, Mark E.  
 Wright, Curtis, IV  
 Wylie, John S.  
 Yager, David C.  
 Youngerman, David E.  
 Zabludoff, Marc A.  
 Zechman, John S.

### JUNIOR CLASS (1970)

Aird, R. Bruce  
 Allen, Jeffrey B.  
 Allen, John L.  
 Averick, Jeffrey  
 Bakke, John N.  
 Barbis, John M.  
 Berliss, Herman  
 Birdzell, Luther E., III  
 Bomba, Joseph V.  
 Boyer, David H.  
 Briselli, Michael F.  
 Brown, Sayers  
 Callahan, Stephen J.  
 Chandler, Robert J.  
 Cole, Peter  
 Coleman, Peter K.  
 Colvin, Christopher S.  
 Conroy, France H.  
 Cross, David W.  
 Czarninski, Johnny J.  
 Das, Aruneshwar  
 Davis, Edwin H.  
 Davis, Felmon J.  
 Demataxis, Christopher C.  
 Denny, Thomas A.  
 Dickinson, Joseph A.  
 Dunne, Christopher E.  
 Dye, John R.  
 Elkinton, Joseph S.  
 Emmons, James R.  
 Erb, Steven T.  
 Ewell, Peter T.  
 Finklestein, Seth P.  
 Fishbein, Gerald P.  
 Fite, Richard W.  
 French, Robert A.  
 Fry, Douglas E.  
 Fujii, Tour  
 Gefter, Warren B.

Gorski, Peter A.  
 Green, Donald J.  
 Greenfield, Mark J.  
 Hamilton, David L.  
 Handford, Peter S.  
 Harrison, Marc J.  
 Hedrick, Charles L.  
 Hicks, Kenneth A.  
 Horner, Wesley R.  
 Humphries, Michael L.  
 Hurley, Geoffrey K.  
 Hutchins, William A.  
 Iacobucci, Bruce C.  
 Ihrie, Robert, Jr.  
 Ingram, William C.  
 Inslee, J. William  
 Irving, Andrew M.  
 Jaffee, Harris A.  
 Jarvis, Richard K.  
 Jeranek, Gerald L.  
 Jones, Stephen M.  
 Kauffman, Peter C.  
 Kaufman, Stephen J.  
 Kluge, John  
 Lewis, John E., Jr.  
 Lewis, Richard H.  
 Lincoln, Bruce K.  
 Linn, Robert W.  
 Lister, Eric D.  
 Louie, Arthur C.  
 Lu, Christopher Y.  
 Macrinson, Steven A.  
 Massie, Herbert P.  
 McCain, Thayer A.  
 Melby, Eric D.K.  
 Miles, William O., II  
 Miller, Michael A.  
 Miller, Michael R.  
 Morgan, Alan C.  
 Murphy, Stanley J.  
 Neal, John W.  
 Newburger, Peter E.  
 Newman, George C.  
 Nicholson, Jeremy D.  
 Nickel, Thomas B.  
 Novak, David J.  
 O'Leary, Maurice J.  
 Oran, David R.  
 Ottenberg, John C.  
 Palade, Philip T.  
 Pancoast, Taylor A.  
 Poorman, Dean H.  
 Ram, Richard M.  
 Raskob, B. Russell  
 Reti, Kalman  
 Rice, Daniel L.  
 Richter, Eric S.  
 Ringwalt, Christopher L.  
 Roberts, David M.  
 Rogers, John W.  
 Rogers, Kurt B.  
 Rothstein, David M.  
 Russek, Edward  
 Schneider, Edgar W., Jr.  
 Schotz, Bennett M.  
 Shields, Charles A., Jr.  
 Siluk, Richard S.

Simons, Laird H., III  
 Sire, Hendrik A.  
 Sklar, Jeffrey L.  
 Slocum, William L.  
 Smolen, Arnold J.  
 Snyder, Michael E.  
 Sorensen, Jorge E.  
 Speller, Jeffrey L.  
 Spray, Thomas L.  
 Sternbergh, D. Dexter  
 Strohl, G. Ralph, III  
 Swan, Alexis  
 Tashman, Peter A.  
 Temple, L. Peter  
 Thomas, W. M. Merrick  
 Thompson, Charles H.  
 Thompson, Donald B.  
 Tobey, Peter W.  
 Tompsett, William C.  
 Toth, Jerry G.  
 Tramdeck, Philip J.  
 Walker, Joseph N.  
 Wallace, P. Scott  
 Warren, Frederick D.  
 Warren, Jonathan B.  
 Webber, Leland D.  
 Whitmore, Charles S.  
 Wilson, C. Geoffrey  
 Wolfe, R. Bradley  
 Woodward, Albert M.  
 Zukin, Stephen R.

### JUNIOR YEAR ABROAD

Fuller, Martin T.  
 Phillips, Steven W.  
 Gordon, Daniel R.  
 Sites, James P.

### SENIOR CLASS (1969)

Agarwal, Rajesh K.  
 Anderson, Renner S.  
 Armstrong, Robert B.  
 Bailey, Steven O.  
 Baranano, Eduardo C.  
 Barnett, Michael S.  
 Barrett, Jay E.  
 Barry, David M.  
 Beale, Robert B.  
 Bickley, William P.  
 Bower, James R.  
 Braucher, William K.  
 Chaney, Edmund F.  
 Cook, Joel D.  
 Cropper, Stephen W.  
 Downs, N. Thompson  
 Dunham, Andrew B.  
 Edgar, Kenneth C., Jr.  
 Elliott, David F.  
 Engel, Robert J.  
 Follet, John D.  
 Forehand, V. Thomas, Jr.  
 Forman, William R.

## STUDENT CLASS LIST 1968-1969

Foster, Daniel W.	Lazaroff, David W.	Sneden, Christopher A.	SENIOR YEAR ABROAD
Foster, David H.	Lehman, John F.	Snyder, Christopher H., Jr.	Wangh, Mitchell W.
Frankel, Donald S., Jr.	Lightbody, Richard A.	Spoehr, Luther W.	
Freund, Ronald D.	Lindsey, Mack C.	Stavis, Robert L.	
Frey, Bertram C.	Long, Franklin A., II	Stern, Dennis L.	
Fry, John B.	Lowe, Frederick V., Jr.	Stern, Robert O.	
Garretson, Peter P.	Luketic, Velimir	Stokes, Allen W., Jr.	POST-BACCALAUREATE
Garrett, Raymond E.	Marshall, David S., III	Storck, John W.P.	FELLOWS
Geise, Jack P., Jr.	Mason, H. Denning	Stover, Kenneth L.	
Gerber, Stephen R.	McConnell, Geoffrey R.	Sutton, Robert F., Jr.	
Gleeson, John R., III	Meier, Thomas R.	Taylor, Lawrence, Jr.	
Godbey, John K., Jr.	Newkirk, Arthur D.	Taylor, Peter L.	
Golding, Timothy B.	Olver, Richard B.	Trapani, Vincent F.	
Gregg, John S.	Orlando, L.H. Raffaello	Walens, Stanley G.	
Gresov, Winston G.	Pappas, Richard C.	Washburn, Stephen C.	
Hammel, Robert H.	Phelps, William R.C.	Weckstein, Paul L.	
Harris, Henry J.H.	Phillips, William A.	Weisman, Thomas W.	
Hawley, Robert C., Jr.	Plata, Fernando T.	White, Henry S.	
Helme, Edward A.	Pleatman, Thomas A.	White, Robert S.	
Henderson, John L.	Pryor, Miguel J.	White, W. Stanley	
Hipp, Spencer H.	Pyfer, John F., Jr.	Whittier, Thomas N.	
Hook, Andrew T.	Reynolds, Hadley	Williams, Rogelio L.	
Hoster, Jay B.	Rivers, Joseph T., III	Winfield, George F.	
Jackson, Gregg W.	Rolfe, Stephen M.	Wodlinger, Paul M.	
Jackson, J. Lance F.	Ross, Douglas R.	Wood, Daniel N.	
Jarocki, Stanley A.	Rothman, Barry S.	Yarmon, Thomas N.	
Johnstone, Peter T.	Rub, Christopher L.	Yates, William M.	
Kamm, Keith A.	Santoro, Franklin A.	Yen, Andrew	
Katzman, Abner J.	Sargent, John S.	Zumeta, William M.	
Keenan, S. Terrence	Sava, Gregory M.		SPECIAL STUDENTS
Kimball, Robert H.	Saxer, Craig S.		
Kleppinger, James	Schwenk, Marshall J.		Ferguson, Sallye
Krieger, Terry M.	Serota, Richard E.		Gangadean, Merrily
Kritzer, Herbert M.	Shimoda, Mark K.		Harada, Katsuzo
Langley, Keith E.	Sleeper, Edward M.		Lazaroff, Cheryl S.
Larson, Nels L.	Smith, Eric O.		Long, H. Linda
Laurence, John A.	Smoak, Glenn M.		Mandell, Deborah L.
			Miehle, Bjorg
			Ransom, Jerilyn B.
			Spiegler, Ethel
			Sunstein, Willard

### FIRST SEMESTER ABROAD

Fried, Robert S.  
Haselton, Frederick R., III  
Lane, Christopher L.











# Campus of Haverford College

Haverford, Pennsylvania

1958









# THE HAVERFORD COLLEGE STUDENTS' GUIDE

Published by The Students' Association and The Office of the Dean of Students.

Editorial Staff: Luther Spoehr, Co-Editor; Robert Armstrong, Co-Editor; and Joel Cook, President of the Students' Association.

Haverford, Pennsylvania  
1968-1969

*"Some men see things  
as they are and say why.  
I dream things that never  
were and say why not."*

—Robert F. Kennedy

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## I. Student Government and Organizations

*"Democracy is a very  
bad form of government, but, I beg  
you never to forget, all  
the others are so much worse."*

—Sir Winston Churchill

## THE STUDENTS' ASSOCIATION

The idea of student self-government traditionally has been basic to the underlying concepts and the ultimate goals of a Haverford education. Consequently, the College has granted the right of self-government to the Students' Association, to which all students belong. In a decade where the concept of student power is being formulated on many campuses, the ideas of real student self-government and involvement in the administration of the College have long been an actuality at Haverford, an actuality preserved by the ideal and practice of student responsibility in the College community.

### STUDENTS' COUNCIL

The Students' Council is the executive body of the Students' Association, and it is empowered by the Association to execute regulations legislated by the Association, supervise all extracurricular activities other than athletics, and generally conduct the affairs of the student body.

At the present time, there are sixteen members of the Students' Council. Officers are elected by the student body, and class representatives are elected by each class. The 1968-69 members are:

President .....	Joel Cook, '69
Secretary .....	Herbert Massie, '70
Treasurer .....	Thomas Spray, '70
Henry Harris, '69	Jonathan Delano, '71
Christopher Lane, '69	Michael McLemore, '71
Paul Weckstein, '69	Jonathan Rubinstein, '71
Robert Linn, '70	David Thomas, '71
	John Ottenberg, '70

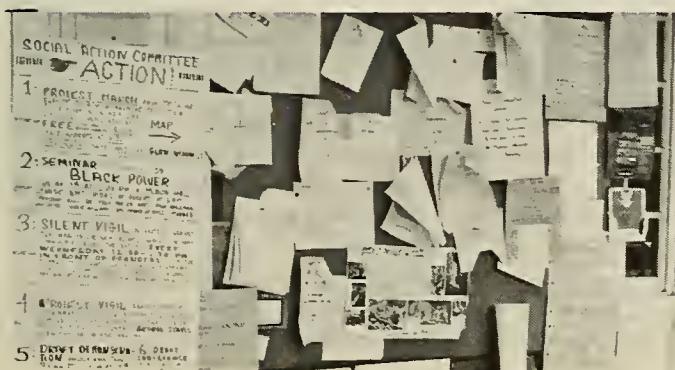
The first item on Council's order of business this school year will be the presentation of a proposal for a new constitution to the Students' Association. The new constitution would establish a structure of student government based upon hall representation in place of the present Council structure. Copies of the present and proposed constitutions are included in this Handbook.

### STUDENTS' COUNCIL COMMITTEES

To assist in carrying out the functions of student government, Students' Council each year appoints committees. In most cases, committee appointments are made by Council from sign-up lists posted on the Founders bulletin board. This allows any interested student to take an active part in some aspect of student government. The primary committees for 1968-69 are as follows:

**Big Brother Committee.** This committee plays a major role in freshman orientation. Freshmen receive many of their first impressions of the College from the correspondence and meetings with their Big Brothers. The major tasks of the committee are enlisting upperclassmen to be Big Brothers, pairing each incoming freshman with an upperclassman, and coordinating the letter-writing procedure. Kenneth Edgar, '69, Luther Spoehr, '69, and Jonathan Delano, '71, Co-Chairmen.

**Bryn Mawr-Haverford Committee on Bi-College Cooperation.** In view of the increasing number of programs and activities common to both Haverford and Bryn Mawr Colleges, this committee was established last semester to serve as the central body for discussion of mutual concerns. The method utilized by this committee to foster serious consideration of various issues is to invite the relevant groups from each school to meet together to discuss the problem at



hand. Some of the issues dealt with last semester included the meal exchange, coordination of social activities, the school calendar, and the policy of each school regarding courses taken at the other institution. This committee will have a large influence in directing the future course of relations between Haverford and Bryn Mawr. Paul Weckstein, '69, Chairman.

**Colloquia Committee.** This committee is concerned with defining more fully the aims and goals of Haverford College. Its main task this year will be to organize and direct the sequel to last year's Colloquia. One student summarized his feelings about that Colloquia in this way: "We . . . had to come together and have spent a day talking and thinking together in order that we could better understand our common concern. There were disagreements and misunderstandings but, nonetheless, there was a unifying interest and spirit. It was this spirit, I feel, that was so valuable."

**Course Evaluation Committee.** At the end of each semester, students are asked by this committee to fill out a Course Evaluation Questionnaire for each of their courses. The results of these questionnaires are compiled and published in booklet form for use by students in future course selection. The booklets are also utilized by faculty and administration when possible curriculum changes are being considered. Harris Jaffee, '70, Chairman.

**Customs Committee.** One of the unique aspects of Haverford is that freshman orientation (Customs Week) is entirely planned and carried out by students. The Customs Committee is responsible for Customs Week, a program to acquaint freshmen, transfer students, and Post-Baccalaureate students with the programs and traditions of Haverford, notably in the areas of academics and the Honor System. This week also affords ample opportunities for these students to become acquainted with the upperclassmen on the committee, with the other new students, and with some nearby women's schools, particularly Bryn Mawr. Edmund Chaney, '69, John Laurence, '69, and Dennis Stern, '69, Co-Chairmen.

**Expansion Committee.** Since the inception of the expansion program, Council has endeavored to maintain the administration's awareness of the student body's needs and opinions. Students serve on board subcommittees, on faculty committees, and on the Students' Council Expansion Committee. This last group attempts to exert student influence on all phases of the expansion program, including physical and educational development. Edward Helme, '69, Chairman.

**Final Examinations Committee.** Haverford's system of self-scheduled final examinations is now being imitated by several other schools. This system, initiated by the students in 1962, is designed to reduce the pressures of the final exam period. The committee acquaints freshmen and other new students with the operation and implications of the examination system and administers final examinations. Bennett Schotz, '70, Chairman.

**Food Committee.** This committee makes suggestions for the improvement of food and food service, and is the medium through which student opinions about the elegant decor and sumptuous cuisine of the Haverford Dining Room are expressed. Herman Berliss, '70, Chairman.

who work with the Dean of Students in the compilation of this illustrious publication. The work required takes place almost entirely during the summer. Robert Armstrong, '69, and Luther Spoehr, '69, Co-Editors.

**Honor System Committee.** The purpose of this committee is to help Council with its responsibilities regarding the most important factor of campus life, the Honor System. Of special interest to this committee is the preparation of written information which is requested by other schools. It is also involved in maintaining student awareness of the system. If student government is reorganized early in the fall, the work of this committee will be taken over by the Honor System Council, a group similar in composition to the present Students' Council, but whose sole responsibility will be matters pertaining to the Honor System and the Code of Student Responsibility. Chairman of the present committee: Michael McLemore, '71.

**Reorganization Committee.** The task of this committee, organized last semester, is to formulate a proposal for a new constitution of the Students' Association and to present it to the student body for provisional acceptance or rejection early in the fall semester. The proposed constitution, a copy of which appears in this handbook, changes the basis of student government from class representation to hall representation, provides for an Honor System Council, and establishes an Executive Committee. Hall representation means that each group of students living on the same hall would select its own representative, whose main responsibility would be to communicate to his hallmates what Students' Council is doing and to bring to the Council the opinions of his hallmates. The Honor System Council is a group similar in composition to the present Students' Council, but its responsibility is limited to matters relating to the Honor System and the Code of Student Responsibility. The Executive Committee — President, two Vice-Presidents, Secretary, and Treasurer — carries the bulk of the responsibility for implementing the decisions made by Students' Council.

Members of this committee: Joel Cook, '69, Chairman; Henry Harris, '69; Christopher Lane, '69; Hadley Reynolds, '69; Robert Linn, '70; Thomas Spray, '70; Jonathan Delano, '71; Robert Stewart, '71; David Thomas, '71.

**Service Fund Committee.** This committee organizes the annual campus drive to raise money for charity. Funds from the 1968 drive were allocated to the Serendipity Day Camp and to two organizations dealing with aid to American Negroes and American Indians. A chairman will be appointed early in the school year by the Students' Council.

**Social Committee** Because of the nature and amount of work involved, the organization of this committee is complex. All Class Officers serve on this committee. Any student interested in helping to plan or coordinate social events is welcome to work as a committee member.

All social activities are coordinated by this group. These would include the Art Series, Class Night, various cultural activities on and off campus, the film series, mixers, and plans for Festive Weekends. The committee will work closely with its counterpart at Bryn Mawr College. Christopher Dunne, '70, and Robert Linn, '70, Co-Chairmen.

**Art Series Committee.** This committee, which includes students and faculty members, selects the attractions for the Annual Art Series. Its selections are intended to appeal

to a wide range of interests; last year's presentations included John Hammond, the Rive Gauche, and the Charles Lloyd Jazz Quartet. The committee also shares responsibility for publicity, ticket sales, and other concert arrangements. The chairman is a member of the Social Committee.

**Class Night Committee.** This committee organizes and conducts the annual Class Night Program. Each class writes and produces a short play, usually about campus life and its "humor." Last year the Class of 1969 won the award for the outstanding play. In the past, the faculty and interested Bryn Mawr students have attempted to retaliate in kind. All proceeds go to scholarships. The chairman of this committee is a member of the Social Committee.

**Cultural Committee.** This committee works in conjunction with the Bryn Mawr College Arts Council to arrange cultural activities both on and off the campus. The committee also publishes "Cultural Broadsides," a monthly leaflet which catalogues upcoming cultural events in the Philadelphia and New York areas, and arranges special low student prices for local attractions. The chairman of the committee is also a member of the Social Committee. Anyone interested in working with this group should contact the chairman of the Social Committee.

## STUDENTS ON FACULTY COMMITTEES

The students at Haverford are fortunate in being represented on all faculty committees. Because of the special nature of such positions, appointments are made by the Students' Council, subject to the approval by the committee itself.

**Academic Flexibility Committee.** The Academic Flexibility Committee consists of Faculty members and the Associate Dean of the College, who serves as Executive Secretary.

The Associate Dean is responsible for reviewing all student records, and for bringing to the attention of the committee any student whom he believes might profit by special treatment, as well as any who request such treatment.

The committee is responsible for bringing to the attention of appropriate students the possibilities for flexibility which exist for them, and from which they might profit.

The committee is empowered to make exceptions to any of the academic regulations, and is responsible for acting on all requests from students for such exceptions. Before granting an exception, the committee must secure approval from the student's Major Supervisor or, if the student is an underclassman, from his Advisor and, if his prospective major is known, from the Chairman of that department.

The Associate Dean, in consultation with the rest of the committee, is responsible for evaluating the results of experiments in flexibility, and for communicating with other institutions about such results.

Students should note that this committee deals largely with exceptions arising from academic excellence; academic troubles are the responsibility of the Academic Standing Committee.

William Davidon, Chairman; John Cary, Preston Rowe, and David Potter, Faculty and Administration Members; Steven Erb, '70, and Peter Ewell, '70, Student Representatives.

**Academic Standing Committee.** The Academic Standing Committee is responsible for reviewing periodically the records of all students whose work is unsatisfactory. The committee

meets regularly when deficiencies are reported and semester grades are given. It has the authority to drop students from the College, to prescribe certain conditions for continuing, or to specify additional work.

Should a student's record warrant his being dropped from the College or required to take a leave of absence, the decision of the committee will be postponed to a second meeting which will be held within five days of the first, and the student and his adviser will be notified that such action is possible. The student will be invited to appear before the committee if he wishes to do so, and his adviser, or another faculty member who knows him well, may be invited as well. If the student does not appear, the committee will make a decision in his absence and inform him of it in writing. Decisions of the committee may be appealed to the President of the College.

Colin MacKay, Chairman; Robert Butman, William Davidon, Paul Hare, and David Potter, Faculty and Administration Members; Stephen Washburn, '69, and Scott Wallace, '70, Student Representatives.

**Distinguished Visitors and Library Committee.** The Distinguished Visitors and Library Committee has responsibility for the use of funds available under three gifts to the College. They enable the College to bring to the campus outstanding visitors who can add substantially to the life of the college community. The terms of the funds cover "distinguished scientists or statemen," "distinguished scholars in the humanities," and "distinguished persons in the field of the humanities and social sciences."

Every campus invites scholars, artists, celebrities, and other public figures, generally for a single speech or concert; Haverford tries to obtain deeper and more meaningful contact. Visits of two or three days, two weeks, or a whole semester are scheduled. Systematic efforts are made to arrange a wide variety of settings in which students and faculty in small groups can benefit from a visitor's presence. Occasionally several visitors are brought simultaneously for searching review of an issue.

Proposals for visitors can come from anywhere in the community. The committee is especially interested in imaginative ideas for bringing together several fields, achieving new levels of understanding, or gaining deeper insight into human excellence. From year to year, the success of the program depends on initiative from students and faculty in making use of its potential.

Daniel Gillis, Chairman; David Foster, '69, Yale Rosenthal, '70, and Duncan McLean, '71, Student Representatives.

**Collection Committee.** The Collection Committee is responsible for selecting and presenting topics and visitors for weekly Tuesday morning Collections. The programs are intended to provide a forum in which the entire campus community may pursue critical personal and moral issues relevant to the terms in which we live; issues which may not generally fit into classroom work. During this coming year Collections will be presented that explore issues related to urban affairs, the Blacks in America, national politics, and higher education.

John R. Coleman, Chairman; Wesley R. Horner, '70, Jack P. Geise, '69, Student Representatives.

**Educational Policy and Admissions.** The Educational Policy and Admissions Committee oversees (1) educational policy in general, and (2) the curriculum in particular. It is

responsible for keeping abreast of new ideas in higher education and for initiating proposals to the faculty based on such ideas. In overseeing the curriculum, the committee concerns itself with such matters as the revision of programs proposed by individual departments; major changes in courses; the initiation of new courses, and the dropping of old ones; course requirements, such as freshman English, language, and limited electives; and interrelationships among divisions, areas, departments, and courses. A full-scale curricular review is currently on the committee's agenda. Richard Bernstein, Chairman; Henry Harris, '69, and Bennett Schotz, '70, Student Representatives.

**Honors and Fellowships.** Thomas D'Andrea, Chairman; Allen Cohen, '69, Student Representative.

**Non-Academic Program.** Theodore Hetzel, Chairman; Robert Stern, '69, and William Inslee, '70, Student Representatives.

## CAMPUS ORGANIZATIONS

Campus organizations are recognized and supported by the Students' Council. Most of the financial support for these organizations is appropriated by the Students' Council from a portion of the unit fee designated for use by the Students' Association.

All student organizations, in order to be officially recognized by the College, and to be eligible for unit fee appropriations, must be recognized by Students' Council. New organizations must perform a function for the College not already being carried out, cannot be honorary or social in nature, and cannot be exclusive in membership. Students wishing to establish new organizations are invited to discuss their ideas with the Students' Council for aid in meeting the general criteria for recognition.

**A.I.E.S.E.C.** "What is AIESEC? This is a question we must all ask ourselves in our four years here at Haverford College." The Haverford-Bryn Mawr local committee of AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) provides students with an opportunity for practical business training through a summer exchange program with businesses in foreign countries. Kenneth Edgar, '69, President.

**Brass Ensemble.** The Brass Ensemble concentrates on music for brass from the Baroque and contemporary eras. It sometimes serves as accompanist for choral groups and performs on special occasions as well as during regular Orchestra concerts.

**Chess Club.** The Chess Club resembles a varsity team, in that matches are regularly scheduled with nearby schools. There is also a tournament scheduled among the members. All interested students should contact John Gregg, '69, or David Novak, '70.

**College Orchestral Activities.** Orchestra and smaller instrumental ensembles are sponsored by the Music Department under the direction of Dr. William Reese, and are featured for specific concerts during the year. Opportunity is provided for students with musical ability to participate in these activities and concerts.

**Drama Club.** In cooperation with the Bryn Mawr College

Theatre, the Drama Club normally presents three major productions annually, alternating between Bryn Mawr and Haverford stages. In addition, Drama Club presents several student-directed and some student-written plays, under the auspices of Little Theatre. Unforeseen difficulties last year limited productions to two; *TAMING OF THE SHREW*, and *MEDEA*. In addition the Little Theatre presented *THE LADY'S NOT FOR BURNING* and *A DELICATE BALANCE*. Major productions are under the direction of resident director, Robert Butman. David F. Elliott, '69, President.

**Founders Club.** The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes.

**Glee Club.** This year, for the first time, the Haverford College Glee Club and the Bryn Mawr College Chorus will be combined as a mixed chorus and will present four concerts at home and on other campuses. The conductors are Dr. William Reese and Professor Robert Goodale. The music scheduled for this season includes Bach's *Magnificat*, the Stravinsky *Mass*, and Handel's *Israel in Egypt*. Last year, the Glee Club gave three performances of Bach's *St. Matthew Passion*. Rehearsals are scheduled twice weekly, and membership is open to all interested students. Stephen Cropper, '69, President.

**The Haverford News.** The student news publication of the College. *The Haverford News*, is distributed on Fridays throughout the college year except during examination periods. Positions on the *News* are open to any student, with or without previous experience, who is interested in news, feature, or sports writing, as well as circulation and business. France Conroy, '70, Editor-in-Chief.

**Haverford College Varsity Marching Society and Auxiliary Fife, Drum, and Kazoo Corps.** The raison d'être for this long-titled and short-disciplined seasonal assemblage is to increase the spirit of the student body, as well as to provide students with an opportunity to use whatever musical talents they may have and to "flame" a little bit on certain traditional occasions. To accomplish all of these noble purposes, it appears at occasional home football games, all Swarthmore games, and a few other select functions. A leader will emerge early in the fall, and appeals for members will soon follow.

**Little Theatre.** Under the sponsorship of the Bryn Mawr College Theatre, the Little Theatre provides facilities and sponsorship for independent experimental theatre work. During the year, several student-directed plays are presented in the Skinner Workshop, Bryn Mawr. Last year's productions were Synge's *Riders to the Sea*, Giraudoux's *The Apollo of Bellac*, and Albee's *A Delicate Balance*. This year's first production has been tentatively scheduled for early October. Students interested in directing should contact Craig Owens, '71.

**Modern Dance Club.** This organization gives its members the opportunity to study and perform modern dance. Its activities are held in conjunction with the Bryn Mawr College Modern Dance Club. Last year, the Club presented a Christmas Concert and a Spring Concert, and performed at a dance festival at Yale University. All interested persons, regardless of

previous experience, should contact Herbert Kritzer, '69, or Christopher Colvin, '70.

**O.I.M.G.** The purpose of O.I.M.G. (Organization of Independent Musical Groups) is to sponsor independent student musical enterprises and to increase the importance of the role of music on the campus. Last year, it sponsored the Haverford-Bryn Mawr Chamber Orchestra, a barbershop quartet, a string quartet, and several other chamber music groups. Plans for this year include competitions in both performance and composition, as well as expansion into other aspects of the musical life of the campus. Stanley Walens, '69, Director.

**Record.** The *Record* is the Haverford yearbook, giving a pictorial and literary review of the year's College activities. Positions are open for students interested in creative photography, writing, layout, and advertising. Editors and staff will be named early in the school year.

**Revue.** The *Revue* is published twice during the school year. It includes the literary creations of interested members of the Haverford and Bryn Mawr College communities.

**Sailing Club.** The Sailing Club, a regular part of the Athletic Department, is open to all students, regardless of experience. In the fall and spring, all members participate in afternoon sailing practices on the Schuylkill River with the Club's three Firefly dinghies and power launch. New members are taught the basics of sailing and subsequently may, by qualifying in intra-club regattas, join the Varsity Racing Team and participate in the Club's regularly scheduled intercollegiate regattas. Interested students should contact Richard Fite, '70, Commodore.

**Schuetz Singers.** This small, intensively rehearsed musical group draws its membership from both the Haverford Glee Club and the Bryn Mawr Chorus. It performs at regular Glee Club concerts and at other selected occasions during the year.

**Social Action Committee.** The Haverford Social Action Committee (SAC) provides an organizational structure for independently initiated social action programs and activities. Any student who would like to do something about a particular social or political problem should talk with Andrew Dunham, '69, SAC president, or to any member of the steering committee. The steering committee will do what it can to inform the student of ongoing activity in his area of interest, to inform him of resources available for use, and to help him organize new activities if the present ones do not seem sufficient. SAC can be particularly helpful in providing funds for films and speakers.

For individuals interested in continuing discussion and group action of a more general type, there are two relevant groups on campus: a group dedicated to the practice and principles of nonviolent action, and a chapter of Students for a Democratic Society (SDS).

**Student Chamber Group.** All students who play musical instruments are invited to join the Haverford-Bryn Mawr Chamber Orchestra. The Orchestra sight-reads numerous major works in the repertory and gives occasional performances at Bryn Mawr and Haverford. The Orchestra is under the musical direction of Richard Serota, '69, and the management of Stanley Walens, '69. All interested students are urged to

contact them as soon as possible after the beginning of the fall semester. The Orchestra is a member of O.I.M.G.

**Haverford-Bryn Mawr SDS.** The members of the Haverford-Bryn Mawr chapter of Students for a Democratic Society seek to create a community of educational and political concern. They will organize around educational reform, racism, the draft, and other issues which affect the lives of college students, seeking to present a radical viewpoint on the campus.

Organizational meetings will be held early in the fall semester. Students may participate as national members, chapter members, or occasionally.

**Varsity Club.** The Varsity Club works to increase interest and participation in athletics at Haverford. The Club also co-sponsors the Varsity Weekend Dance during the traditional Swarthmore Weekend. Those students at Haverford who have been awarded their "H" in a varsity sport are eligible for permanent membership.

**WHRC.** WHRC, the joint Haverford-Bryn Mawr radio station, broadcasts at 640 kilocycles as a restricted-radiation, carrier-current station. The station operates 24 hours a day from its studios in the Haverford Union and can be received in the dormitories at both colleges. In addition to providing musical entertainment for all tastes, WHRC broadcasts information about up-coming events on both campuses regularly throughout its evening schedule. Charles Hedrick, '70, Station Manager.

**Phi Beta Kappa (Honorary).** The Zeta Chapter of Phi Beta Kappa Society in the Commonwealth of Pennsylvania was established at Haverford in 1808. Its membership includes about 650 Alumni.

The annual meeting of the chapter for the election of new members from the Senior and Junior classes is held during Commencement Week. The method of election to Phi Beta Kappa is as follows:

A weighted average of the grades for the four college years is calculated, the weights given to the Freshman, Sophomore, Junior, and Senior grades being respectively 1, 2, 3, and 4. The Phi Beta Kappa average thus obtained is the principal factor in determining eligibility as a candidate, but consideration is also given to other evidences of scholarly achievement and to such qualities as intellectual vigor, originality, respect for truth, and interest in general scholarship.

The number elected from any class depends upon the general excellence of that class. By decision of the chapter at its annual meeting in 1956, the number elected at the end of the Junior year should not, in general, exceed 5% of the class. The total number elected before graduation from any class will, in general, be limited to 15%.

**Triangle and Beta Rho Sigma (alumni social).** Triangle and Beta Rho Sigma are social groups which have been in existence for several decades. They are strictly alumni organizations which admit an unspecified number of Seniors to membership.

## CONSTITUTION OF THE STUDENTS' ASSOCIATION OF HAVERFORD COLLEGE

### Article I Preamble

Section 1. *Name* — The name of this Association shall be

the Students' Association of Haverford College.

Section 2. *Membership* — All undergraduates pursuing studies at Haverford College are *ipso facto* members of the Students' Association.

Section 3. *Powers* — All powers hereinafter defined derive from the Students' Association and are delegated by it to such bodies of its own creation as are needful to carry out the functions of student self-government.

Section 4. *Right of Self-Government* — The right of student self-government is granted by the Administration of Haverford College to the Students' Association provided that the Students' Association maintains the standards of the College to the satisfaction of the Administration and complies with the charter of the Student Affairs Committee.

## Article II Legislative Powers

### Section I. *Regulations and Council Rules*—

1. The Students' Association shall make Regulations governing the conduct of students on campus. Regulations pertaining to the Honor System shall be enacted by a two-thirds vote of a meeting of the Association. Other Regulations shall be enacted by a majority vote of a meeting of the Association. Every member of the Association is responsible for enforcement of these Regulations. Should the Administration find any Regulation unacceptable the dispute shall be referred to three responsible and impartial persons, satisfactory to the Association and the Administration.

2. The Students' Association delegates such legislative authority to the Students' Council as is necessary to carry out the functions of the Council herein provided for. Such legislation shall be posted on prominent campus bulletin boards and shall be reported to the members of the Association at dormitory sessions, provided for in Section 2, paragraph 4, of this article. The Students' Association reserves to itself the ultimate legislative authority to be exercised only in plenary session.

### Section 2. *Meetings of the Association*—

1. The Students' Association shall meet in plenary session within the first two weeks of each semester.

2. The President of the Students' Association shall call a plenary session of the Students' Association whenever he deems it necessary, by posting a notice on prominent campus bulletin boards at least seventy-two hours before the time of the meeting, in which case a quorum shall consist of twenty per cent of the members of the Students' Association; if the President considers that an emergency exists which prevents him from giving due notice as provided above, the number of students required for a quorum shall be forty per cent of the Students' Association.

3. Items of business intended for action by a plenary session of the Association shall be handed in writing to the President at least forty-eight hours before the meeting, if not an emergency session as herein described. The President shall post the agenda of the plenary session at least twenty-four hours before the meeting, if not an emergency session.

4. There shall be held each semester at least one meeting of the members of the Students' Association in dormitory session. The number and size of dormitory groupings shall be determined by the Students' Council, but the number of groupings shall not be less than ten. At least one grouping shall be composed of non-resident undergraduates. The Council shall also set the times and dates for such meetings.

5. The President shall call a plenary session of the

Association in the manner provided for in paragraph 2 of this section whenever he receives a petition signed by thirty members of the Association stating the purpose for which the plenary session shall be called. The Council shall call dormitory sessions of the Association whenever it receives a petition signed by thirty members of the Association stating the purpose for which the dormitory session shall be called. Such plenary and dormitory meetings shall be held within seven days of the receipt of the petition. Nothing shall be considered at such meetings except the matters stated in the petition.

6. The Haverford Rules of Parliamentary Procedure shall be the authorized and final guide in all parliamentary procedure except wherein it conflicts with the Constitution of the Students' Association or the Regulations of the Students' Association. The Secretary of the Students' Association shall have with him at plenary sessions of the Association a copy of The Haverford Rules of Parliamentary Procedure.

## Article III Executive Powers

### Section I. *Students' Council* — The executive power of the Students' Association is vested in a Students' Council.

Section 2. *Membership of the Students' Council* — The members of the Students' Council shall be the Officers of the Students' Association and the Class Representatives.

Section 3. *Meeting of the Students' Council* — The President of the Students' Association shall call a meeting of the Students' Council at least once each month. A quorum of the Council shall consist of two-thirds of its members. Upon the written request of at least three members of the Students' Council, an official meeting of that body shall be immediately called. Legislative and executive sessions of the Students' Council, except those concerned exclusively with appointments and awards, shall be public. The agenda for non-judicial Council meetings shall be posted on prominent campus bulletin boards at least twenty-four hours before each meeting.

Section 4. *Nomination of Association Officers* — Nominations for the offices of President, Secretary, and Treasurer of the Students' Association shall open on the first Tuesday of the second semester. Nominations shall close on the following Friday. Nominations for the Office of President shall be restricted to the members of the Junior Class; nominations for the Offices of Secretary and Treasurer shall be restricted to members of the Sophomore Class. Should there be more than four (4) candidates nominated for any office, there shall be a primary election for that office on the Wednesday following the close of nominations, to be conducted by the preferential system. Space shall be provided for write-in votes. The four highest candidates shall then enter the final election for that office.

### Section 5. *Election of Officers and Class Representatives*.

1. On the Friday following the first Tuesday of the second semester, the Students' Association shall vote by secret ballot to elect from the Junior Class a President, and from the Sophomore Class a Secretary and Treasurer. Voting shall be held according to the preferential system; space shall be provided for write-in votes. If, for any reason, more than one election is required to secure a valid vote, subsequent voting shall be called for the President within twenty-four hours of the previous voting. Votes must be officially cast by at least forty per cent of the membership of the Students' Association for the election to be valid.

2. During the third week of the second semester, each class shall elect from its membership its Representatives to the Students' Council by a preferential system of voting. The Junior Class shall elect three Representatives; the Sophomore Class, two Representatives; and the Freshman Class, four Representatives. The elections of the Class Representatives shall be conducted by the respective Class Officers. Votes must be officially cast by at least forty per cent of the membership of a class for the election of its Class Representatives to be valid.

3. The President of the entering Freshman Class shall be a Class Representative. During the second and third weeks of October each year the Freshman Class shall elect by a preferential system three additional Representatives, the exact date to be set by the Students' Council.

4. The Students' Council shall have final authority over the procedure for all elections.

**Section 6. Assumption of Office**—The Council members elected in the manner provided for in Sections 4 and 5 of this article shall assume office on the third Sunday of the second semester. Council members elected at other times will assume office immediately upon their election.

**Section 7. Duties of the Council and the Association Officers**—

1. The Students' Council shall execute the Regulations legislated by the Students' Association, supervise all

extra-curricular activities with the exception of athletics, and perform other duties as herein provided.

2. The President of the Students' Association shall preside at all plenary sessions of the Association and at all meetings of the Students' Council. He shall conduct the election of Association Officers and shall certify and publish the results of said elections, specifying the names of candidates nominated or elected. Each year he shall present to the Freshman Class the system of student government. In the absence of the Secretary or the Treasurer from any plenary session of the Students' Association or the meeting of the Students' Council, the President shall appoint from the other members of the Council a Secretary *pro tempore* or a Treasurer *pro tempore*.

3. The Secretary of the Students' Association shall keep in permanent form minutes of all plenary sessions of the Association and of all meetings of the Council. He shall publish or post on prominent campus bulletin boards the minutes of all plenary sessions and of all public Council meetings, and the results of all closed Council meetings. If the Office of President is vacant or if the President is absent from any plenary session of the Association or meeting of the Council, the Secretary shall act as President *pro tempore* and appoint from the members of the Council a Secretary *pro tempore*.

4. The Treasurer of the Students' Association shall disburse the funds of the Students' Association and shall keep a permanent record of all transactions. When retiring from office, he shall post or publish for the inspection of members of the Students' Association a summary of his accounts.

**Section 8. Committees**—

1. Upon taking office each new Council shall appoint a Rules Committee, an Honor System Committee, a Customs Committee, a Curriculum Committee, and a Dormitory Committee.

2. The Students' Council shall have the power to appoint temporary committees whenever it deems such appointments necessary to aid in the execution of its duties.

**Article IV**  
Judicial Power

**Section 1. Functions**—The judicial power of the Students' Association is vested in the Students' Council, which shall meet in judicial session, discuss the matter in question, and respond with the course of action which it believes most beneficial to the individual and the other members of the community.

**Section 2. Penalties**—The Council shall impose penalties within such limits as the Students' Association may prescribe.

**Article V**  
Resignation and Removal of Officers and Representatives

**Section 1. Vacancies**—

1. In the event of the resignation or removal of an Officer of the Students' Association, the Association shall immediately fill the vacancy with a member of the same class according to the election procedure specified herein. In the interim the vacancy shall be filled by the *pro tempore* replacements provided for herein.

2. Should the vacancy occur among the Class Representatives, it shall immediately be filled by the class whose representation has been reduced, according to the election procedure specified herein.

**Section 2. Removal**—

1. Any Officer of the Students' Association shall be removed for malfeasance or neglect of office or other good cause by not less than a two-thirds vote of a plenary session of the Students' Association.

2. The Council shall call a plenary session for this purpose at its own discretion or on the petition of thirty members of the Students' Association.

3. Any Class Representative shall be removed for malfeasance or neglect of office or other good cause by not less than two-thirds vote of at least forty per cent of the members of the Class which he represents.

**Article VI**  
The Honor System

**Section 1. Standards**—

1. Each student shall be responsible for his proper conduct in all scholastic work.

2. Each student shall be responsible for his proper conduct with respect to women guests and the individuals comprising the Haverford College Community.

3. Each student shall accept the Haverford Honor System realizing that it is his responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based.

**Section 2. Implementation**—

1. A plenary session of the Students' Association shall be held during the first two weeks of the second semester of each year to formulate a set of regulations to implement the standards of the Honor System. These regulations alone shall determine the conduct which students must observe under the standards of the Honor System set forth in Article VI, Section 1, Paragraphs one, two and three of the Constitution and shall appear as Article I of the Regulations of the Students' Association. Though the Students' Council may issue interpretations which will define that Council's understanding of specific matters pertaining to the Honor System, only legislative action of a plenary session of the Students'

Association shall be considered in any way a part of the Regulations. Any violation of these Regulations shall be deemed a violation of the Honor System.

2. Each entering student shall, upon his agreement to enter Haverford College, sign the following pledge: "I hereby accept the Haverford Honor System realizing it is my responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based."

3. After each of his examinations each student shall sign on his examination paper the following pledge: "I accept full responsibility under the Haverford Honor System for my conduct on this examination."

Section 3. *Enforcement* – The student who believes that his actions may be in conflict with the principles of responsibility and respect inherent in the Honor System shall immediately discuss the matter with a member of Students' Council. Should a student believe that the actions of another may be in conflict with the Honor System, he shall immediately discuss the matter with the student concerned. If after discussion either student finds said actions to be in possible conflict with the Honor System, the student whose actions are in question shall bring the matter to Students' Council within a week. After a week the responsibility for bringing the matter to Students' Council rests with each student aware of the actions and involved in the discussions.

## Article VII Amendments

Section 1. *Proposal* – Amendments to this Constitution may be proposed by the Students' Council or by action taken in a plenary session of the Students' Association called for that purpose.

Section 2. *Ratification* – Amendments shall be ratified by a two-thirds vote of a plenary session of the Students' Association.

Section 3. *Approval* – Amendments shall not go into effect until they are approved by the President of the College.

## Article VIII Previous Constitution Invalid

With the enactment of this Constitution all previous Constitutions of the Students' Association of Haverford College shall be rendered null and void.

## NEWLY PROPOSED CONSTITUTION OF THE STUDENTS' ASSOCIATION OF HAVERFORD COLLEGE

### Article I Preamble

Section 1. *Name* – The name of this Association shall be the Students' Association of Haverford College.

Section 2. *Membership* – All students enrolled at Haverford College are *ipso facto* members of the Students' Association.

Section 3. *Powers* – All powers herein defined derive from the Students' Association and are delegated by it to such bodies of its own creation as are needful to carry out the functions of student self-government.

Section 4. *Right of self-government* – The right of student self-government is granted by the Administration of Haverford

College to the Students' Association provided that the Students' Association maintains the standards of the College to the satisfaction of the Administration.

## Article II Legislative Powers

### Section 1. *Regulations and Council Rules* –

1. The Students' Association shall make Regulations governing the conduct of students on campus. Regulations pertaining to the Honor System shall be enacted by a two-thirds vote of a meeting of the Association. Every member of the Association is responsible for enforcement of these Regulations. Should the Administration find any Regulation unacceptable, the dispute shall be referred to three responsible and impartial persons, satisfactory to the Association and the Administration.

2. The Students' Association delegates such legislative authority to the Students' Council as is necessary to carry out the functions of the Council herein provided for. Such legislation shall be well-publicized and shall be reported to the members of the Association at hall meetings, provided for in Article III, Section 9. The Students' Association reserves to itself the ultimate legislative authority, to be exercised only in plenary session.

### Section 2. *Meetings of the Association* –

1. The Students' Association shall meet in plenary session within the first three weeks of each semester.

2. The President of the Students' Association shall call a plenary session of the Students' Association whenever he deems it necessary, by publicizing it as far in advance as possible of the time scheduled for the plenary session. The number of students required for a quorum shall be forty per cent of the Students' Association.

3. The President shall call a plenary session of the Association in the manner provided for in paragraph 2 of this section whenever he receives a petition signed by ten per cent of the members of the Association stating the purpose for which the plenary session shall be called. Such plenary sessions shall be held within seven (7) days of the receipt of the petition.

4. The President shall publicize the agenda of any plenary session as far in advance of the meeting as possible.

5. The "Haverford Rules of Parliamentary Procedure" shall be the authorized and final guide in all parliamentary procedure except wherein it conflicts with the Constitution of the Students' Association or the Regulations of the Students' Association. The President of the Association shall appoint, upon assumption of office, a Parliamentarian from the members of the Students' Council. The Secretary of the Students' Association shall have with him at plenary sessions of the Association a copy of "the Haverford Rules of Parliamentary Procedure."

## Article III Executive Powers

### Section 1. *Students' Council* –

The executive power of the Students' Association is vested in a Students' Council.

### Section 2. *Membership of the Students' Council* –

The members of the Students' Council shall be the officers in the Executive Committee of the Students' Association and the Hall Representatives.

### Section 3. *Meeting of the Students' Council* –

The President of the Students' Association shall call a meeting of the Students' Council at least once each month. A quorum of the Council shall consist of representatives from two-thirds of the hall groupings. Upon the written request of at least five members of the Students' Council, an official meeting of that body shall be called immediately. Legislative and executive sessions of the Students' Council, except those concerned exclusively with appointments and awards, shall be public. The agenda for Council meetings shall be well-publicized as soon as possible before each meeting.

*Section 4. Nomination and Election of Officers in the Executive Committee of the Students' Association—*

1. Nominations for the offices of the Executive Committee — President, First Vice-President, Second Vice-President, Secretary, and Treasurer — of the Students' Association shall open on the second Friday of the second semester and shall close on the following Tuesday. Nominations for the offices of President and of First and Second Vice-Presidents shall be restricted to members of the Junior Class; nominations for the offices of Secretary and Treasurer shall be restricted to members of the Sophomore Class. Should there be more than four (4) candidates nominated for any office, there shall be a primary election for that office on the Monday following the close of nominations, to be conducted according to the preferential system. Space shall be provided for write-in votes. The four (4) highest candidates shall then enter the final election for this office.

2. On the Monday following the third Friday of the second semester, the Students' Association shall vote by secret ballot to elect the members of the Executive Committee. Voting shall be held according to the preferential system; space shall be provided for write-in votes. If, for any reason, more than one election is required to secure a valid vote, or if a primary election is necessary, subsequent voting shall be called for by the Executive Committee within twenty-four hours of the previous voting. Votes must be cast officially by at least forty per cent of the membership of the Students' Association for the election to be valid.

*Section 5. Selection of Hall Representatives—*

Each hall grouping, whose dimensions shall be stipulated by the Students' Council, by a method of its own choosing shall designate from itself a representative to the Students' Council within the first three weeks of the first semester of each year, the exact date to be specified by the Executive Committee. At the time of selection, each hall grouping shall determine the procedure by which the representative shall be removed from office, as provided for in Article V, Section II, paragraph 2. Upon selection, each Hall Representative shall designate from his hall grouping an alternate representative, who shall represent his hall in the absence of the regular representative. Any dispute about the selection of a Hall Representative arising among the members of a hall grouping shall be referred to the Executive Committee.

*Section 6. Nomination and Election of Members of the Honor System Council of the Students' Association*

1. Nominations for members of the Honor System Council shall open on the Tuesday following the third Friday of the second semester and shall close on the following Friday. The Freshman Class shall elect three (3) freshmen, the Sophomore Class three (3) sophomores, and the Junior Class one (1) junior to serve with the President and First Vice-President on the Honor System Council.

2. On the Monday following the close of nominations, each class shall vote by secret ballot to elect its members of the Honor System Council. Voting shall be held according to the preferential system of voting. Votes must be cast officially

by forty per cent of the membership of a class for the election to be valid.

3. Within two weeks following the selection of Hall Representatives, the exact date to be specified by the Executive Committee, the Freshman Class shall elect three (3) freshmen to serve on the Honor System Council.

4. The Executive Committee shall have final authority over the procedure for all elections.

*Section 7. Assumption of Office—*

1. The officers in the Executive Committee of the Students' Association elected in the manner provided for in Section 4 of this article shall assume office on the fourth Sunday of the second semester.

2. The Hall Representatives selected in the manner provided for in Section 5 of this article shall assume office on the date, specified by the Executive Committee, by which each hall grouping is to have selected its representative.

3. The members of the Honor System Council of the Students' Association elected in the manner provided for in Section 6 of this article shall assume office on the day they are elected.

*Section 8. Duties of the Council and the Officers in the Executive Committee of the Students' Association—*

1. The Students' Council shall supervise the Regulations legislated by the Students' Association, all extra-curricular activities with the exception of athletics, and perform other duties as herein provided.

2. The President of the Students' Association shall preside at all plenary sessions of the Association and at all meetings of the Students' Council. He shall conduct the election of officers in the Executive Committee of the Association and shall certify and publish the results of these elections, specifying the names of candidates nominated or elected. Each year he shall supervise the presentation of the system of student self-government to the Freshman Class. In the absence of either of the Vice-Presidents, the Secretary, or the Treasurer from any plenary session, the President shall appoint from the other members of the Council, a Vice-President, Secretary, or Treasurer *pro tempore*. He shall serve as a member of the Honor System Council. He shall nominate, with the concurrence of the Executive Committee, student representatives to faculty-student committees, at least one for each committee from the other members of Council. He shall nominate, also with the concurrence of the Executive Committee, at least one member of Council to each Students' Council Committee.

3. The First Vice-President of the Students' Association shall serve as Chairman of the Honor System Council and shall carry out the Council's responsibility in working with the Dean of Students in disciplinary actions under the Code of Student Responsibility. If the office of President is vacant or if the President is absent from any plenary session of the Association or meeting of the Council, the First Vice-President shall act as President *pro tempore*.

4. The Second Vice-President of the Students' Association shall serve as coordinator of all faculty-student and Students' Council Committees. He shall bear primary responsibility for drawing up the agenda for each Council meeting and for publicizing it before the meeting to the Hall Representatives and the rest of the student body. He shall also be responsible for soliciting committee reports and for summarizing them periodically in a report to the Hall Representatives.

5. The Secretary of the Students' Association shall keep in permanent form minutes of all plenary sessions of the Association and of all meetings of the Council. He shall

publicize the minutes of all plenary sessions and of all Council meetings.

6. The Treasurer of the Students' Association shall disburse the funds of the Students' Association and shall keep a permanent record of all transactions. He shall appoint from the Students' Council an Assistant Treasurer. When retiring from office, he shall post or publish for the inspection of the members of the Students' Association a summary of his accounts.

*Section 9. Duties of Hall Representatives –*

The Hall Representative shall hold hall meetings to discuss the issues on the agenda of each Council meeting. He shall be responsible for communicating the views of the members of the hall to Council or to any of its committees. He shall discuss any action of Council or its committees with the members of his hall.

*Section 10. Duties of the Honor System Council of the Students' Association –*

The Honor System Council of the Students' Association shall administer all aspects of the Honor System, including judicial power herein described and the responsibilities of interpretation of specific matters pertaining to the Honor System. The Honor System Council shall also be responsible for those aspects of the Code of Student Responsibility brought to its attention by the First Vice-President. Each year, the Honor System Council shall present the Honor System to the Freshman Class.

*Section 11. Committees –*

Each Students' Council shall have the power to establish such committees as it deems necessary to aid in the execution of its duties.

## **Article IV** Judicial Power

*Section 1. Functions –*

The judicial power of the Students' Association is vested in the Honor System Council, which shall meet in judicial session, discuss the matter in question, and respond with the course of action which it believes most beneficial to the individual and the other members of the community.

*Section 2. Scope of Action –*

The Honor System Council shall take action within such limits as the Students' Association may prescribe.

## **Article V**

### Resignation and Removal of Officers and Representatives

*Section 1. Vacancies –*

1. In the event of the resignation or removal of an officer in the Executive Committee of the Students' Association, the Association shall fill immediately the vacancy with a member of the appropriate class according to the election procedure specified herein. In the interim the vacancy shall be filled by the *pro tempore* replacements provided for herein.

2. Should a vacancy occur among the members of the Honor System Council, it shall be filled immediately by the class whose representation has been reduced, according to the election procedure specified herein.

3. Should a vacancy occur among the Hall Representatives when a representative ceases to reside on the hall or when he assumes an elective Council office, it shall be filled immediately, according to the selection procedure specified herein.

*Section 2. Removal –*

1. Any officer in the Executive Committee of the Students' Association shall be removed from office for malfeasance or neglect of duty or other good cause by not less than a two-thirds vote of a plenary session of the Students' Association. The Council shall call a plenary session for this purpose at its own discretion or on the petition of ten per cent of the Students' Association.

2. Any Hall Representative shall be removed from office for any good cause by the hall grouping which he represents, using the procedure chosen by that hall grouping at the selection of the representative, as outlined in Article IV, Section 5. Any dispute about the removal of a hall representative arising among the members of a hall grouping shall be referred to the Executive Committee.

3. Any member of the Honor System Council shall be removed from office for malfeasance or neglect of duty or other good cause by not less than a two-thirds vote of at least forty per cent of the members of the class which he represented, to be conducted in a general meeting of that class.

## **Article VI** Amendments

*Section 1. Proposal –*

Amendments to this Constitution may be proposed by the Students' Council or by action taken in a plenary session of the Students' Association called for that purpose.

*Section 2. Ratification*

Amendments shall be ratified by a two-thirds vote of a plenary session of the Students' Association.

*Section 3. Approval*

Amendments shall go into effect upon approval by the President of the College.

## **Article VII** Implementation and Provisional Basis of This Constitution

*Section 1. Implementation –*

The present Students' Council shall take immediate steps to implement this Constitution upon its ratification.

*Section 2. Provisional Basis*

Upon its ratification, this Constitution shall be considered provisional. A plenary session shall be called for the purpose of a vote on the final acceptance or rejection of this Constitution. This plenary session shall be held no later than February, 1970. At this time, if this Constitution is rejected, the previous Constitution will be operative; if this Constitution is accepted, this Article shall be considered null and void, and shall be replaced by the following Article:

## **Article VIII** Previous Constitution Invalid

With the enactment of this Constitution all previous Constitutions of the Students' Association of Haverford College shall be rendered null and void.

## II. The Honor System

*"It is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and of the morally good. Otherwise he - with his specialized knowledge - more closely resembles a well-trained dog than a harmoniously developed person.*

-Albert Einstein



### THE HONOR SYSTEM – INTRODUCTION

The Honor System enables students to have certain privileges that they otherwise would not enjoy. With the acceptance of these freedoms comes a responsibility for each individual to maintain the system's social and academic standards. It is not necessary that one's own sense of honor be in agreement with that implied or stated in the Honor System; the student's obligation is bound by the Honor System whenever it applies to his actions.

### THE HONOR SYSTEM— CONSTITUTIONAL STANDARDS

1. Each student shall be responsible for his proper conduct in all scholastic work..
2. Each student shall be responsible for his proper conduct with respect to women guests and the individuals comprising the Haverford College Community.
3. All scholastic conduct and conduct involving women guests on campus is covered by Article VI, Section 3, Enforcement. Students are expected to resolve conflicts which involve only members of the Haverford College Community by discussion among themselves. If unable to resolve the conflicts, students may bring the matter to the Students' Council.
4. Each student shall accept the Haverford Honor System realizing that it is his responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based.

### HONOR SYSTEM REGULATIONS

#### During Examinations

1. No student shall give or receive aid.
2. No person shall act as an official proctor.
3. Students shall obey all restrictions which the professor may prescribe as to time, place, and material aids to be used.

#### In The Preparation of Papers

1. A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using, where appropriate, quotation marks, footnotes, and a bibliography.

2. Professors may:

- a) require that a paper not be proofread by others.
- b) prescribe limitations on the sources to be used.
- c) waive any requirements concerning the crediting of sources.

3. Permission must be obtained in advance from all professors concerned if a paper is to be submitted for credit in more than one course.

#### In the Preparation of Written Homework and Laboratory Reports

1. Students may work together, provided that each member of the group understands the work being done.

2. All data must be reported by the student as observed in his experiment.

3. Professors may:

- a) require that secondary sources consulted be credited.
- b) waive any restrictions in 1 and 2 of this paragraph.

#### Responsibility For Observing Special Requirements

A student is responsible for observing any requirements which the professor announces under the option specified above.

#### Women Guests

1. Any act involving women guests which fails to show proper respect for women guests and/or individuals who comprise the Haverford College Community shall be brought to the attention of a member of Students' Council.

2. Students are expected to exercise good judgment as to a reasonable hour of departure of women from the dormitory, taking into consideration the convenience of other students and any possible reflection on the reputation of the woman guest, the individual student, and the College. Specific time limits become unnecessary if students act with concern for their fellow students and women guests. Every student should recognize that this freedom to exercise individual judgment as to a reasonable hour of departure of women guests, like all other freedoms in the Honor System, is dependent on his ability to exercise responsibility.

### HONOR SYSTEM INTERPRETATIONS

Students' Council issues interpretations which define its understanding of specific matters pertaining to the Honor System. These interpretations are not a body of rules but an indication of the general manner in which Council deals with possible violations when they arise. Any student brought before Council for discussion of a possible Honor System violation is considered individually. the Student's Association, in granting certain judicial powers to the Council, recognizes each person and each incident as having unique characteristics. Consequently, flexibility of evaluation in an Honor System discussion is necessary if the rights and freedoms granted by the Honor System are to be preserved and guaranteed. Past Students' Councils issued the following interpretations as general guidelines to aid all students in the constant re-evaluation necessary to the continuation of a true and viable Honor System at Haverford. The present Council hopes that it will be able to conduct discussions of particular matters relating to the Honor System with groups of students and that

the results of these discussions will be used in preparing a set of Honor System interpretations which take into consideration the broad spectrum of student opinion.

**Academic Interpretations, 1965-1966.** Article I, Section I, Paragraph of the Regulations: "A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using where appropriate quotation marks, footnotes, and a bibliography."

This clause is not meant to stifle or restrain intellectual exploration in any form. With regard to discussions and other secondary sources, one may assimilate another person's thoughts into those in his own paper without acknowledgement; but one's replacement of his own structure of ideas with that of another must be properly footnoted.

The Academic section of the Honor System applies to all work submitted in all courses taken at Haverford, regardless of where the work is done. It also applies to all work done in courses taken at other schools for credit at Haverford during the academic year.

The Council recognizes that the academic section of the Honor System is for the most part clear. Where undefined areas still remain, it is the responsibility of the student to inquire of the professor how the standards of the System apply to his particular course.

**Interpretations Regarding Final Examinations.** Haverford students have the privilege of scheduling their own mid-year and final examinations. The self-scheduling system is unique to Haverford, and is a result of the Honor System and the responsibility assumed by students themselves. This has been accorded to students by the faculty, with the understanding that it may be withdrawn by the faculty at any time.

The continued success, satisfaction, and pride which accrues from this system will come only from continued strict observance by students of the points of academic honor. Giving aid by carelessness can be almost as damaging as by intent.

The Students' Council issued the following interpretations in regard to the self-scheduling of final exams, June 1964.

The Council interprets Article I, Section 1.A.I. of the Honor System which states that "no student shall give or receive aid" to mean that the communication, *whether given or received*, of aid regarding an examination to any student who is scheduled to take that examination is a possible violation of the Honor System. In general, the Council interprets "aid" to be *knowledge of the form, content, or degree of difficulty* of an examination which could possibly affect a student's performance on the examination.

The Council includes "statements about the degree of difficulty" as possible violations because, implicitly, these statements often communicate information about the form or content of an examination, and because they initiate conversation that can lead to other violations.

In a taken/not taken situation any conversation about the form, content, or degree of difficulty of an exam should be reported *immediately* as a possible violation.

Any person overhearing *any* information about form, content, or degree of difficulty of *any* examination should ask the person who has been careless to talk to a Council member. The fact that a conversation has been overheard indicates a carelessness on the part of the student which could lead to a possible violation.

Any discussion of form, content, or degree of difficulty of any exam is discouraged. In any discussion in the taken/not taken situation precaution *must* be exercised. This precludes

any talking about exams in public places.

All parties involved in any possible Honor System violation should report themselves *immediately* to a council member regardless of whether or not precaution had been taken or whether or not the incident was accidental.

We remind the student body that the advantages of a self-scheduled examination system can be continued only if each student strictly adheres to the responsibility inherent in such a system.

**Interpretations Regarding Women Guests, February 15, 1967.** It is necessary that the following be taken into account in entertaining women guests at Haverford College. The responsibility of each person's serious and continued consideration of all the following lies most generally with the entire community, and, more specifically, with all individuals directly involved with and aware of any actions.

1. Students' Council views the notion of consideration for the convenience of other students to include respect for a student's reasonably exercised right of privacy, as well as the recognition that conditions of privacy are not easily achieved and sustained in a small community. Dormitory living places highest priority on sleeping and studying. Whenever women are escorted into the dorms anywhere on campus, students should be aware that they are guests and deserve to be treated as such. It should also be recognized that lack of this respectful consideration can lead to inadvertent incidents of disrespect to women guests.
2. Any activities that exploit or affront a woman guest are beyond the bounds of both individual and collective honor.
3. Respect for a woman guest includes honoring the commitments she may have to institutions of which she is a member.
4. Haverford College is a part of a larger social community. When private actions which offend public mores become publicized and established patterns of behavior, they cause repercussions on the whole College Community and endanger the future existence of the Honor System. The presence of women guests on the Haverford campus overnight clearly fits into this category.
5. Council encourages students to seek private accommodations for woman visitors to the College. Such accommodations might well include (a) faculty homes, (b) Bryn Mawr dorms, or (c) entire suites or entries which have been cleared for housing weekend guests.

When any person is concerned about the possible failure of another to give serious consideration to the preceding, he should follow the procedure outlined in Article VI, Section 3, of the Students' Association Constitution.

In addition to the above Interpretations, the Students' Council, on March 19, 1967, issued the following policy statement relevant to disrespect of women guests:

After meetings with students over incidents involving possible disrespect to women guests and/or the college community, Council realized that in a number of these cases any such disrespect resulted not from the behavior of the principal characters, but rather from action by onlookers and those accidentally involved. It must be emphasized that discord between members of the Haverford community due to the social behavior of one or another of those members is to be eased by discussion between the people involved. Barring this, the matter may properly be extended *only* to a member of Council or to Council as a whole. In fact, we wholeheartedly urge you to speak to Council in the event of an impasse or if you are aware of the existence of improper behavior. But the communication of suspicions, inferences, or

even facts to third parties, with no right to such information, is not to be tolerated.

Even an absence of conflict does not grant license to gossip. Loose talk frustrates any attempts at discretion which might have been made, and aggravates the results of any failure to make them. Further, the spreading of necessarily incomplete information is likely to damage the reputation of everyone involved and to have unpleasant repercussions for the College community.

It is Council's feeling that rumor-mongering with regard to women guests may be as serious as the more generally recognized and direct forms of disrespectful action previously discussed, and that this statement serves only to explicitly enunciate an idea already clearly implicit in the Honor System.

## THE HONOR SYSTEM REVIEWED AND REAFFIRMED - FEBRUARY 1968

Largely as a result of President Coleman's Collection speech of January 30th, there has been a vigorous public debate on the social aspects of the Honor System. Council members have participated as individuals; it is now Council's wish to present its collective position.

One of our major concerns is the desirability for an individual to come to an honest realization of the consequences of his social acts -- in other words, that he confront himself. He must actively reconcile his behavior with his conscience -- actively, by searching and questioning; not passively, by suspension of inquiry. This suggests certain limitations to the role of external authority. A conscience cannot be coerced into activity.

This is not to deny that external stimuli have a function in this area. Far from it: it is possible for an individual to enmesh himself in a web of unthinking behavior, losing or abdicating moral control of his actions. In such a situation, the shock of a forceful presentation of another, or perhaps of any, point of view may be necessary to jar the individual from his routine. The key word here is "forceful." To be forceful such a presentation must be seen as legitimate by the individual. Only then is he under moral compulsion to internalize that challenge; only if he so internalizes it will the desired result follow. Only then will the individual be forced to deal with any contradiction between his actual behavior and what he believes to be right behavior. It seems most unlikely, at this time and on this campus, that a rule forbidding a certain activity could produce that result. A reasoned, non-hostile, personal discussion probably could.

We recognize the difficulty any man faces in approaching a person whose behavior is distressing to him. One reason for this difficulty is that a confrontation means subjecting one's own beliefs, not just those of the other individual, to a new examination. This is both necessary and desirable. A one-way confrontation is an inquisition, not an exchange of values.

Here we run into a condition of administrative nebulosity. Clearly, an individual is not justified in refusing to accept a legitimate moral challenge to his behavior. He may end up refuting it, but he must accept it and deal with it on its own terms first. Yet how can an external judge say which challenges are legitimate and which not? Which have been refuted and which simply not accepted? These are questions which, we feel, are impossible to answer in a really meaningful way. An actual confrontation is an internal event, and thus not susceptible to objective verification. We demand that it occur, and we sincerely believe that if it does occur our moral goals will be within our grasp; yet by its very nature, we cannot guarantee nor verify its existence. We are forced to rely on

trust in the moral honesty of each individual and in the effectiveness of concrete situations in forcing confrontations upon him. We feel that this trust is neither unreasonable nor misplaced.

One, then, cannot prescribe attitudes; that does not mean that one cannot attempt to influence them. The word "honor" is open to a wide variety of interpretations, some of which are more useful, both to the individual and to those around him, than others. One requirement of honorable behavior is that it allow the maintenance of individual self-respect. Thus, any behavior which compromises that self-respect (of either the actor or the acted-upon) must be unacceptable. The exploitation of one individual by another is contemptible. Human dignity is a valuable possession; let us not allow it to be destroyed by callous, brutal, or thoughtless behavior. These are clearly not administrative rules. In the strictest sense, they are not rules at all, but simply precepts which should influence attitudes and behavior. If they make students consider and reconsider the effects of their social actions on themselves and others, then they will serve a firmer purpose than would administrative rules.

We reaffirm that Council does not wish to embark on inquisitions in cases which come to its attention. This does not mean that Council renounces its obligation to participate in confrontations; Council shares the moral responsibility of every member of the Haverford student body to make each confrontation an effective self-examination for all the participants. It does mean that Council does not intend to conduct hostile inquiries into the beliefs and morals of individuals who might come to its attention.

Council is required, too, to deal with actions disruptive to stable group living conditions. Blatant indiscretion in social behavior is such an action. The fact that a man is morally at peace with his actions does not confer the right to impose the existence of those actions upon the sensitivities of other individuals. Discretion means consideration for the beliefs of others, not an admission that one's own beliefs are wrong. Discretion at most involves inconvenience -- a small price to pay for securing the peace of mine of one's fellows.

It is clear that the difficulties of discretion in a student's relations with a woman guest increase as the frequency and/or length of her stay increase. If for no other reason, this would be cause for the exercise of restraint in this matter. Parallel with this, however, runs the problem of inconvenience to other students. It is to be expected that any visit of a woman guest in a dormitory overnight or to very late hours be viewed in the light of this problem, which is, of course, more severe in some living areas than in others. Even in the most favorable locations, however, some amount of difficulty is certain to arise. Whether it is so great as to make the continuance of the stay or stays undesirable is a matter to be settled among the students involved; such a course must, however, be considered by the student hosting the woman guest in the event of friction.

To sum up: it is our feeling that the changes in the honor system have placed the concern for social behavior where it ought to be -- on the largely internal interplay of moral decisions which control that behavior. The student is obligated to make these decisions under the scrutiny of his conscience, to accept the challenge of students whose views differ from his own, and to modify the decisions if it becomes clear that they were made upon an unsatisfactory basis. The vagueness of these precepts raises many problems, but they are problems which must be solved by the individual, not by external authority. Whatever the decisions may be, the student has a prime responsibility to see that the actions which result from

them do not impinge upon the sensitivities or, unless by consent, the convenience of others.

### III. Campus Guidelines

*"Rules!" cried the boys. "What fun are rules?" . . .*

*'Double ice cream at supper time for the one with the best list of rules!' Donald said."*

—Donald Duck's Safety Book

#### CODE OF STUDENT RESPONSIBILITY

The basis of the code of Student Responsibility is the belief that individual freedom, as opposed to license, should be sought, and that this freedom can best be attained through the cooperation of each member of the community in avoiding actions which infringe upon the freedoms or well being of others. Its goal is also to encourage individuals to develop responsible judgement capable of directing their conduct with a minimum of specific rules. Set rules are seldom effective in establishing the inner sense of responsibility for which the College community stands. This personal responsibility is likely to grow when a student is both free and obligated to grapple with principles of conduct and to consider the possible consequences of his actions in the context of guidelines against which he can test his own actions and place them in a better perspective. The Code of Student Responsibility is a statement of such guidelines.

**Conduct in Community Life.** In Collection, in Meeting, in the dining hall and in the student dormitories, courtesy should at all times be extended to guests and to other students.

We should remind ourselves that our conduct and dress require our attention when we are dealing with people whom we, or others, have invited to the campus.

We should also realize that the closest contact with fellow students arises in the dormitories. Any action or noise, especially at late hours, that disturbs others is undesirable.

Meeting is a place for worship and should be respected as such.

**Faculty — Student Relationship.** It should be recognized that all of us — students, faculty, administration, staff — have certain duties and responsibilities that can be legitimately expected of us. It is in the interest of Haverford to maintain close faculty-student relationships, but these must be built upon mutual courtesy and respect.

**Drinking.** The Haverford student body has maintained a tradition as regards drinking which has prevented it from becoming the major problem here which it has become on some campuses. This tradition is worth maintaining.

Student drinking of alcoholic beverages is not consistent with the history of the College, with the tenets of Friends' belief, with excellence in scholarship under the prevalent conditions of academic pressure, or with the maintenance of a healthy community.

Prohibition is inconsistent with the freedom of individual development which is the proudest part of the life of the College. But liberty does not mean license. Drinking to excess in any form; drinking in public places on the campus;

furnishing alcoholic beverages to minors; and any breach of taste induced or encouraged by drinking will not be tolerated.

Students are advised that State laws make it illegal for minors to possess or consume alcoholic beverages.

**Drugs.** The medically unsupervised use, possession or distribution of potentially harmful drugs such as hallucinogens, amphetamines, barbiturates and opiates is illegal and subject to very harsh penalties. Although the Administration does not assume the responsibility of acting as an arm of the law, students have no greater protection from the law than any citizen. It is also known that use of many of these drugs threatens the physical and mental health of the user. Use by one student may also threaten the welfare of other students.

Thus, with the legal and medical welfare of the student in mind, the College cannot approve of the medically unsupervised use, possession or distribution of any of these drugs.

General prohibition of the use, possession or distribution of these drugs would be inconsistent with the philosophy of this Code. Yet, the absence of corrective action in some specific cases of such involvement may be equally inconsistent. Because the use, possession or distribution of these drugs poses a great potential danger to others, disciplinary action must always be considered when such activity occurs. The nature of any resultant disciplinary action will be proportional to the severity of the dangers to others.

Because use of these drugs is often associated with medical and psychological problems, students involved in their use may be referred to the counseling and medical services.

**Property.** The College, in acknowledging its responsibility to maintain the buildings and other facilities, expects the students to do their part in keeping the buildings in good order.

While the College expects to take care of normal wear and tear, it is assumed that specific damage will be reported promptly by the individual student responsible, and that the costs involved in repair will be borne by that student.

Damage to College property involves, among other things, disregard of the interests of fellow students.

**Disciplinary Actions.** Disciplinary action which may limit a student's freedom, or even separate him from the College, is only taken when it is clear that discussion alone is not sufficient to end the irresponsible acts and that action is called for to protect the College and its students from serious damage.

The Students' Council has the responsibility for establishing and maintaining the Honor System and for responding to actions inconsistent with it. Academic standards are established by the Faculty and administered by the Dean of the College. Academic deficiencies of individual students are dealt with by the faculty Academic Standing Committee. The responsibility for non-academic and non-Honor System matters, as set forth in the Code of Student Responsibility and in other regulations, is shared by the Students' Council and the Dean of Students.

The disciplinary process follows a carefully chosen procedure to insure that conditions of reason and fairness are not abridged. The Dean of Students and the Students' Council President each bring to the attention of the other any possible breach of responsible conduct which seems to require further action, including gathering added information. The Dean and the Council President discuss the relative seriousness of the

matter, and agree on how it should best be handled. Discussion with the student or students involved is often sufficient. If not, other actions are taken.

If the matter is given to the Students' Council, it follows its regular procedure, and makes a recommendation to the administration on action to be taken. If the matter is given to the Dean of Students he confers with the student involved (1) to warn of possible disciplinary action and clarify the relevant standards, and (2) to get a full understanding of the facts and circumstances of the matter. There is a basic assumption of honesty in all such discussions. If, after this preliminary conversation, some further action still seems necessary, besides a referral for counseling, the Dean of Students drafts a statement of the case and a suggested course of action which he discusses with the Council President and with appropriate administrative colleagues.

A letter is then prepared and subsequently discussed with the student which explains the relevant facts, the pertinent standard violated, and the resulting disciplinary action. In this letter, the student is advised of his right to appeal the decision to the Students' Council or to the President of the College. A decision resulting from an appeal is binding.

All disciplinary actions are confidential, never leave school files, and are not noted on the student's transcript. Records of disciplinary actions are destroyed when the student is graduated from the College.

By far the most common disciplinary action involves a probation which puts a student on notice that, for a specified period of time, certain expectations of conduct must be met and possibly that certain privileges have been withdrawn. Consequences of any violation of the terms of the probation are also defined and may range from further and more restrictive probation to actual separation from the College. Since the terms of the probation are designed to prevent a reoccurrence of the misconduct, a student often suggests his own terms. A student is separated from the College immediately and without probation only when it is felt that continued serious misconduct is probable or when the consequences of even likely reoccurrence are sufficiently serious so as to seriously damage other individuals in the community. This separation, like any other disciplinary action, follows the above procedures.

While the office of the Dean of Students exists for the welfare of the students, it should be recognized that disciplinary actions are one of the several responsibilities of this office. Unlike the College counselors, the Dean of Students is not always free to accept information, in confidence, that could lead to disciplinary actions. Students should bear this in mind while discussing such matters with him.

**Summary.** Pride in the College, in our sense of community, and in ourselves leads us to see ways of freeing ourselves from a strait-jacket of rules and regulations through the development of an approach to life on which we can all agree and for which we each feel a responsibility.

The emphasis in the above "code" is positive rather than negative; it is on a standard of desirable conduct rather than on a delineation of prohibited behavior.

## CONTROVERSIAL SUBJECTS

Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak

or write freely on any subject. To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choice regarding controversial issues.

Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and are free to formulate and express their positions on these issues.

Finally, the College reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry and advocacy. Students, therefore, have the right to found new, or to join existing organizations, on or off campus, which advocate and engage in lawful actions to implement their announced goals.

Student actions such as those here involved do not imply approval, disapproval, or sponsorship by the College or its student body; neither do such actions in any way absolve a student from his academic responsibilities. Similarly, students are expected to make clear that they are speaking or acting as individuals and not for the College or its student body.

The freedom to learn, to inquire, to speak, to organize and to act with conviction within the bounds of law, are held by Haverford College to be a cornerstone of education in a free society.

## RELATIONSHIP WITH LAW ENFORCEMENT AGENCIES

While the College assumes no responsibility for acting as an arm of the law, neither does it knowingly afford its students any greater protection from the law than that enjoyed by all citizens. In the absence of parents, the College does assume an initial responsibility for assuring its students equal protection under the law.

## STUDENTS' COUNCIL MEMORANDUM ABOUT DRUGS, April 1968

It is undeniable that there is a serious problem of drug abuse on many college campuses. Although Students' Council does not agree with the present laws concerning drugs and their use, it does recognize a serious problem on the Haverford campus, both because of the present legal implications and also because of the possible physiological and psychological dangers. Moreover, these dangers extend beyond the individual or individuals specifically involved: the narcotics laws can legally endanger those not involved, even those oblivious to a situation involving use, possession, or distribution of illegal drugs. Council strongly urges students to be aware of these laws and the risks involved in breaking them.

The Council is especially concerned because of the severity of the penalties for even first offense convictions. Federal law states that a first offense conviction for the sale, receipt, or transport of narcotics or marijuana carries a penalty of 5-20 years imprisonment. First offense penalties under state law for use, possession, or distribution of these drugs are 1, 2-5, and 5-20 years respectively. It should be pointed out that while the College does not consider itself an active arm of the law, neither will it intercede in any lawful enforcement activities.

The jeopardy in which the entire college community is placed by the illegal use of drugs, as well as personal concern for other individuals requires that, in any situation where a conflict arises in regard to drug abuse, interpersonal

confrontation, as suggested by the Honor System, be employed to resolve the problem. Should this prove ineffective, the responsibility for resolution of the conflict falls upon the representatives of the college community, as indicated by the Honor System and the Code of Student Responsibility.

Illegal drug use may be cause for disciplinary action under the Code of Student Responsibility. As the Code states, "The nature of any resultant action will be proportional to the severity of the dangers to the others." After discussion with members of the administration and faculty and with many students, Council feels that the following should be the major concerns of the community in regard to drug use:

**Drug use itself.** Because of the dangers involved in drug use, both to the individual and to the community, indiscrete use of illegal drugs is subject to disciplinary action.

**Off-campus distribution.** Illegal distribution of drugs to persons outside the college community is a serious violation of the Code of Student Responsibility subject to stringent disciplinary measures.

**Counseling services.** It is evident from discussion that drug abuse in many cases is symptomatic rather than casual in nature. Council urges students personally involved in situations of drug abuse to seek the services of the college counselors, whose records are completely confidential.

## DAMAGES

Students responsible for damage to College property shall report it to the Students' Council treasurer whereupon they will be billed only for the actual cost of repairs. If the damage is not reported, the Council will undertake to investigate the matter thoroughly, and may take action in any of the following ways:

1. If the Council can place responsibility upon individuals it will report their names to the comptroller, who will bill them for only the damage.

2. If the Council cannot fix the responsibility upon individuals but accepts it as probable that the damage or loss was due to students, it may authorize action as follows:

- a) the assessment by the College of a specified group of students.
- b) the assessment by the College of the whole student body.
- c) in cases of small amounts, the Council itself may pay for the damage or loss out of its own funds.

3. An amount of \$1.00 per student, per semester, is set aside in College funds as a reserve for unassignable damages.

## RESIDENCE REQUIREMENTS

The residential nature of Haverford College is an integral part of its educational philosophy. Therefore, students, with the exception of those who are married or are living at home, are normally expected to live on campus.

## NATURE AND PURPOSE OF FIFTH DAY MEETING

Haverford College was founded by the Religious Society of Friends, and for many years students were required to attend Friends Meeting on Thursday morning at 10:45. In

recent years, attendance has been voluntary. No classes or other academic appointments may be scheduled for this hour, however, and all students are encouraged to take advantage of the opportunity to join the College community for silent meditation and an occasional spoken message.

The Meeting represents the spiritual community of the College and is an essential part of the life of the College. It is non-sectarian in character. It also provides a focus for the moral concerns which move the participants, and at intervals at the end of a period of meditation, the Meeting will turn to discussion of its concerns in a meeting for business.

All entering freshmen will be given a period of orientation to acquaint them with the tradition and character of the Meeting, and will be required to attend a certain number of Meetings during their first semester.

## MINIMUM LEVELS FOR PROMOTION

Grading standards at Haverford are as follows:

1. The minimum passing grade is 60. No course credit is given for a course in which the grade is below 60, though the grade will be counted in the student's general average. Departmental 100 courses require a minimum grade of 70.

2. If a student receives a grade lower than 65 in a course which is prerequisite for another course, he must, in order to take that other course, receive the permission of the instructor. (In some cases a grade higher than 65 may be required in a prerequisite course.)

3. The general averages required for promotion are 60 for Freshmen, 65 for Sophomores, and 70 for Juniors. The average for the Senior year required for graduation is 70.

4. Grades in courses presented in fulfillment of a major program of concentration must be 65 or above. In the case of a full-year course the full-year average must be 65 or above.

5. If a student is permitted by the Associate Dean to withdraw from a course for unusual reasons, including those beyond the student's control such as illness, the grade is recorded as "W" and not included in the student's average. If a student drops a course without permission, or is dropped from a course, that grade is recorded as "DR" and averaged as 40. The lowest grade average for a course which a student completes is 45.

**Failed Courses.** Normally, a course which is failed has to be made up, either: (a) by passing with a C or better, a course approved in advance by the Associate Dean, in summer school, or (b) by passing an extra course at Haverford.

In order to graduate, a student must pass 36 semester courses. Each student must pass 36 semester courses. Each student must take five courses in each of four semesters (usually the first four) and four or more courses in each of four additional semesters. It was not the intention of the faculty, in permitting four 4-course semesters, that they should be used primarily for makeups of failures by being expanded to 5-course semesters. However, in some circumstances, the Committee on Academic Standing may permit a student to make up a failure in this way rather than by going to summer school. Each student who fails a course should discuss with the Associate Dean whether he should go to summer school or request permission from the Committee on Academic Standing to make up the failure with an extra course at Haverford.

Students who have failed courses should not expect to make them up during the Senior year. Although, as mentioned above, the Committee on Academic Standing deals with each

case individually, a general rule is that a student who has failed one or more courses should have at least 28 course credits before beginning the Senior year.

**Dropped Courses.** Although students may choose, within limits, in which semesters they will take only four courses, they may not change their minds once the semester is well under way. After the first four weeks of a semester no course for which a student has registered may be dropped without penalty, the penalty being a grade of "DR" for the dropped course, this grade being averaged as 40. This rule applies whether or not the course is needed. For example, a second semester senior with 32 credits may not sign up for five courses and then drop one (after the first four weeks) without penalty. If the drop is for reasons beyond the student's control, such as illness, the penalty is not applied; the grade is "W," withdrawn, and the average is based on the remaining courses.

**Grading Procedures.** The academic unit at Haverford is the semester course. For the first two years (Freshman and Sophomore) the official transcript will contain only a list of courses a student has taken without grades. A notation will be made if a student fails, drops, or withdraws from a course. This will go into effect beginning with the Class of 1971, but will not apply to students in earlier classes.

Numerical grades will be given and grade reports will be sent to the student, to his adviser, and to the Associate Dean.

In the Junior and Senior years a student *may* choose to take one course outside his major division each semester for which no grade will be recorded. The grade for this course will appear on the grade report sent the student, but will not be entered on the transcript. Again the transcript will record a failure, drop, or withdrawal.

To avail himself of this option, a student should indicate at the time of registration that he is taking the course without a recorded grade. No changes in this option can be made after the first four weeks of classes.

In some advanced courses, Senior research and departmental studies, a written evaluation will be given in place of a numerical grade. In such courses, the transcript will indicate that a written evaluation accompanies the transcript and a note made if the course was failed.

**Attendance at Classes.** Students are expected to attend all of their classes. When absences are necessary they should be explained to the satisfaction of the instructor, preferably in advance. The responsibility for making up work missed rests with the student.

Policies with respect to unexcused absences will vary from one class to another. Should a student's attendance in any course be unsatisfactory, his instructor may send him a written notice, a copy of which goes to the Associate Dean, stating that in effect any further unexcused absence will result in his being dropped from the course.

A student whose performance suffers as a result of chronic absenteeism may be put on probation by the Associate Dean. Specific terms of the probation will be spelled out in each letter, copies of which are sent to the student's instructors. Normally this probation will mean that an unexcused absence from any class during the period specified may result in the student's being dropped from that course.

**Attendance at Collection.** All students are required to attend Collection each Tuesday in Roberts Hall at 10:40 a.m. Two cuts are allowed each semester.

**Term Paper Deadlines.** No paper may be accepted for credit by any member of the faculty after 12:00 noon on Saturday, December 21, (for the first semester) or 12:00 noon on Saturday, May 10 (for the second semester). If the instructor sets a date earlier than this, the papers are due then, and he may penalize late papers at his discretion.

If a paper is assigned *in place of* the final examination, the date by which it is due is set by the instructor, but it may not be later than 4:00 p.m., Wednesday, January 15 (first semester) and 4:00 p.m. on Thursday, May 20 (second semester).

The maximum grade for a late paper will be one half the grade it would have received had it been on time. If such a paper represents the entire grade for the course, the maximum grade is 60, or, in a course required for the major, 65.

Any student who anticipates that he will not be able to meet a deadline should go to the Associate Dean, who, if he believes the case warrants it, will give the student a note to take to the instructor, authorizing him, if he sees fit, to grant an extension, and suggesting the terms on which it may be granted.

**Major Field of Study.** Toward the end of his Sophomore year, each student is required to select his major field of study. Students should consult with their advisors, and may also wish to consult with the Associate Dean or with other faculty members, students, and administration.

The deadline for selection of a major is 4:00 p.m. on Friday, April 11th, before which time the student must file his major selection with the Associate Dean of the College. Failure to meet the deadline entails a charge of \$1.00 per day of lateness.

**Committee on Academic Standing.** The Committee on Academic Standing is a standing committee of the faculty responsible for reviewing periodically the records of all students whose work is unsatisfactory. The members of the committee are Mr. MacKay, Chairman, and Messrs. Butman, Davidon, Hare, and Potter. The committee meets regularly when deficiencies are reported and semester grades are given. It has the authority to drop students from the College or to prescribe certain conditions for continuing or additional work.

Should a student's record warrant his being dropped from the College or required to take a leave of absence, the decision of the committee will be postponed to a second meeting which will be held within five days of the first, and the student and his adviser will be notified that such action is possible. The student will be invited to appear before the committee if he wishes to do so, and his adviser, or another faculty member who knows him well may be invited to be present as well. If the student does not appear, the committee will make a decision in his absence and inform him of it in writing.

Decisions of the Committee on Academic Standing may be appealed to the President of the College.

**Academic Flexibility.** The Academic Flexibility Committee is authorized to grant an exception to the academic regulations, especially for a strong student, where this will make it possible for him to achieve academic goals which otherwise might be difficult.

Some samples of the kinds of exceptions which this Committee might grant are given in the current college catalog. Interested students are invited to submit proposals in writing to Dean Potter, who is the executive secretary of the committee. Students are welcome to consult with him or with other members of the committee before submitting a proposal.

Students should note that this committee deals largely

with exceptions arising from academic excellence; academic troubles are the responsibility of the Committee on Academic Standing.

## MOTOR VEHICLE REGULATIONS

All students wishing to possess or operate a car, motorcycle or other motor vehicle while at College must register the vehicle with the College. This rule may not be circumvented by storing a car off campus. Any student may register a car with the exception of resident, first-semester Freshmen and resident, second-semester Freshmen whose average is below 85.

**Registration Procedure.** A student should register his vehicle with the Buildings and Grounds Department. The registration fee is \$10 per year, or \$6 for one semester. There is no additional charge if a student changes cars during the year, but the change must be reported.

At the time of registration the student must present proof of ownership and the name of the insurance company and the number of the policy under which he has liability insurance. A temporary permit will be issued in cases where insurance or other information is incomplete.

The deadline for registering cars brought on campus at the beginning of the college year is 4:00 p.m., Friday, September 20. Cars brought on campus later must be registered within one day of arrival.

**Temporary Registration.** A student may have a car here for two or three days if he obtains permission from the Dean of Students and secures a temporary registration permit from the Buildings and Grounds Department.

**Parking.** Student parking is permitted only in the Field House lot, from 3:00 to 5:00 p.m. Monday through Friday. After that time and on weekends, students may also park on Walton Road, Hall Drive, and West of Jones Hall. Vehicles may not be parked in such a way as to occupy two parking spaces. It is forbidden to park, or temporarily stop a car on any campus road.

The responsibility for finding a legal parking space rests with the automobile owner. Lack of space is not considered a valid excuse for violation of regulations, just as there is no valid excuse for parking in an improper space.

Where special circumstances require parking in an improper space, permission should be sought *in advance* with the Buildings and Grounds Supervisor, Mr. Bogart.

Disabled cars are not allowed on the campus and extensive repairs are not to be carried out on the premises. Students with cars rendered immobile because of mechanical failure should immediately contact the foreman of the grounds, Mr. Porreca, who will assist in either starting the car or in moving it to an appropriate location.

**Display of Decal.** The registration decal must be affixed to the left side of the rear bumper so that it is entirely visible. Decals which become defective or defaced will be replaced without charge. Decals are not transferable from one vehicle to another, and must be removed in cases of change of ownership of the vehicle. Decals from previous years may not be displayed.

**Driving Habits and Speed** The speed limit on the campus is 15 miles per hour. Vehicles must be fully muffled and driven in a manner in which there is no noise disturbance. Vehicles

are allowed on regular campus roads only.

**Enforcement and Fines.** The person in whose name a vehicle is registered is responsible for any violations placed on it. Violation notices and resulting fines are forwarded by mail, and if possible, by notice left in the car or on the windshield. There is no provision for warnings.

A student wishing to appeal a traffic fine should appeal to the Dean of Students. Appeals must be made within three working days following the violation, and cannot be considered thereafter.

Violations of these regulations are subject to fines as follows:

Failure to register a vehicle	\$15.00
Speeding or reckless driving	10.00
Driving or parking on lawn	5.00
All other violations	2.00
Income from fines is deposited to a scholarship fund.	

After being issued three tickets for violations in any one academic year for illegal parking, a further violation may result in the vehicle being towed away to the Field House lot at the owner's expense (\$20) without prior notice of warning.

A student may be denied the privilege of having a motor vehicle on campus when he receives five violations within one academic year. Driving while intoxicated will result in automatic loss of driving privileges.

## REGISTRATION OF CAMPUS EVENTS

All campus events, other than regularly scheduled academic functions and intercollegiate athletics, must be registered and approved at least 10 days in advance in the Office of the Dean of Students.

This policy includes social events, mixers, lectures, concerts, and other College and student-sponsored events.

## SELLING, SOLICITING, PEDDLING

Generally the privilege of selling on campus is reserved for students. The Students' Council annually awards concessions to deserving students. In those cases where a student sales representative cannot be found, outside firms must have written permission from the Dean of Students in order to sell on the campus.

The presence of unauthorized persons anywhere on the premises should be reported promptly to a member of the Students' Council or the Dean of Students.

## USE OF THE COLLEGE'S NAME

No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval by the College through the Office of the Dean of Students.

## GAMBLING

Gambling of any type is prohibited at Haverford College.

## CHANGE OF HOME ADDRESS

It is important that each student keep the College informed of his home address. Any changes in a student's home address during a semester should be transmitted to the Registrar.

#### *Advice To Freshmen:*

*Be on the lookout for the best things of college. You will find there what you ought to be looking for.*

*Do not rashly criticize or disobey a college custom, even if you do not like it. Fortunately, there is none which will cause you to violate your Christian conscience.*

*Remember that college is primarily intended for study. You will get more pleasure from it if you work faithfully on your college courses.*

*Come out for at least one college activity in each quarter of Freshman year, whether literary, musical, or athletic. Do not hold back because you know nothing about a particular sport or activity. You will have four years to learn it. If you do not try out in Freshman year, however, you may never get another opportunity.*

*Do not make yourself conspicuous. You will get what you deserve by Senior year.*

*Remember that you, just as much as those who have been here longer, represent the college to outsiders, and be careful to maintain her good name.*

#### *Freshman Commandments:*

*Thou shalt show respect towards upper classmen, yielding the walks to them at all times; Thou shalt rise when a member of any other class enters the room.*

*Thou shalt wear no Prep School insignia, or loud or offensive clothing.*

*Thou shalt wear no beard or mustache.*

*Thou shalt stay back of the stairs at the entrance of the dining-room, and wait until the Sophomores have entered.*

*Thou shalt not walk on the grass, or whistle, or call across the campus, and thou shalt keep thy hands out of thy pockets.*

*Thou shalt answer the telephone promptly. If an upper classman is wanted, thou shalt not call through the halls until thou hast found him to be absent from his room. Then thou shalt do so.*

*Thou shalt solemnly skip to and from classes during the first week.*

*Thou shalt always have thy galoshes fully buckled.*

*-From the HAVERFORD COLLEGE HANDBOOK, 1922-23*

## IV. Athletics

*"For a living dog is better than a dead lion."*

*-Ecclesiastes 9:4*



### PHYSICAL EDUCATION REQUIREMENTS

Each student is required to take eight terms of Non-Academic courses (Fall, Winter, Spring) with a minimum of five terms in Physical Education.

Freshmen are required to take Non-Academic work all three terms. At least two terms of Physical Education are required and Physical Education must be taken in the Fall term of the Freshman year. Freshmen who demonstrate satisfactory progress in the Fall term may petition the

Non-Academic Programs Committee for permission to take a course from the Arts and Service Program in one of the remaining terms. Sophomores and Juniors are required to take two terms of Non-Academic work, at least one of which is in Physical Education. The student may schedule the appropriate remaining required term in the Sophomore, Junior or Senior year. A student who receives a "U" in any term must then take appropriate Non-Academic courses every term until he is caught up in his requirements. All eight terms may be selected in Physical Education.

### SWIMMING TESTS

Students must also take a swimming test upon entering the College. Those who fail to pass the swimming test will be scheduled for swimming instruction during the early fall and late spring. This test must be passed before graduation.

### INTERCOLLEGiate ATHLETICS

Intercollegiate athletic schedules are arranged in football, soccer, cross country, basketball, wrestling, fencing, swimming, baseball, track, tennis, golf, sailing and cricket. Junior varsity schedules are arranged in soccer, basketball, wrestling, track, fencing, baseball and tennis. These activities coupled with an extensive intramural program make it possible for a large majority of students to engage in some form of competitive athletics.

### INTERCOLLEGiate ELIGIBILITY

The eligibility roles are those of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Conference. Copies are on file in the Athletic Office.

Haverford allows four years participation in all varsity sports. A student may not compete in more than one sport at one time.

### ATHLETIC AWARDS

Members of varsity squads who successfully complete minimum requirements as established by the department are eligible to receive a varsity letter and sweater the first time a letter is won. Class numerals are awarded to both varsity and junior varsity squad members.

### VARSITY TEAM CAPTAINS 1968-1969

Football	Edward M. Sleeper '69
Soccer	William H. Bickley '69
Cross Country	Stanley A. Jarocki '69
Basketball	Eric O. Smith '69
Wrestling	Stephen M. Rolfe '69
Fencing	Robert S. White '69
Swimming	Stanley A. Jarocki '69
Baseball	Kenneth C. Edgar '69
Track	Timothy B. Golding '69
	Douglas R. Ross '69
	Richard Pappas '69
	Michael F. Briselli '70
	David M. Rothstein '70
	Stanley A. Jarocki '69
	Stephen M. Rolfe '69
	Robert S. White '69

Tennis  
Golf  
Cricket  
Sailing

France H. Conroy '70  
Peter K. Coleman '70  
Alexis Swan '70  
Martin Fuller '70

## INTRAMURAL ATHLETICS

The fall program of the Physical Education Department consists of tennis instruction, the regular physical education class in which touch football and soccer are taught, plus an intramural program of touch football and soccer.

The winter program consists of instruction in basketball, volleyball, handball, and badminton. This program is supplemented by intramurals in the same activities.

The spring program offers instruction in softball, tennis, and golf. The tennis course meets daily, with Monday lectures and instruction on the courts the other two days. Golf instruction is scheduled two days per week with a third day elected for practice or play. The softball instruction is scheduled Monday, Wednesday, and Friday. This program is also supplemented by intramural softball and tennis.

## REGISTRATION SCHEDULE:

### Fall Program

Freshmen:	Thursday, Sept. 10, 7:30 p.m.
Upperclassmen:	Monday, Sept. 16, 9:30 a.m. to 4 p.m., Registrars Office
Classes begin:	Wednesday, September 18
Classes stop:	Friday, November 22

### Winter Program

Freshmen:	Monday, November 25 - Gym - 4:30
Upperclassmen:	Monday, November 25 - Registrars Office, 9:30 - 4:30
Classes begin:	Monday, December 2
Classes stop:	Friday, February 28

### Spring Program

Freshmen:	Monday, March 3 - 4:30 - Gym
Upperclassmen:	Monday, March 3, 9:30 - 4:30 - Registrars Office
Classes begin:	Monday, March 10
Classes stop:	Friday, May 9

## REQUIREMENTS FOR PHYSICAL EDUCATION CLASSES

**Attendance.** All students are required to attend physical education classes three times per week. Two unexcused cuts are allowed during the fall and spring seasons and three during the winter season. Excessive cuts will result in automatic failure in physical education.

**Grades.** Grades are based almost wholly on attendance and attitude with little emphasis placed on ability. Grades are Excellent, Satisfactory, and Unsatisfactory. Failure in a physical education course will entail a charge of \$5.00 and the course will have to be made up in the senior year.

**Apparel.** A complete athletic uniform of sweatshirt, T

shirts, sweatsox, red shorts and gym shoes must be worn at all physical education classes. This uniform can be purchased at the time of fall registration for freshmen, or during the year from the stock room in the basement of the gymnasium.

## REGISTRATION REQUIREMENTS

**Varsity Athletes.** Students may substitute work on varsity and junior varsity squads for the physical education requirements, and are responsible directly to the coaches for their attendance. Men who drop or are dropped from these squads must report to the Physical Education Office to register. Men taking varsity or junior varsity athletics for physical education credit must register according to the regular schedule.

**Late Registration.** Students who register after the scheduled dates will be subject to the late registration charge of \$2.00.

**Medical Excuse.** Men whose physical condition prevents them from participation in athletics should see the Director of Physical Education to arrange some method of meeting the requirements. These men will be allowed to work as intercollegiate sports managers or to take extra work in the non-academic field.

## V. A Guide To The Haverford Library

"The massive  
step by which you ascend to  
the threshold is a trifle  
crooked . . . You look up  
and down the  
miniature cloister before you  
pass in; it seems wonderfully old  
and queer. Then you turn  
into the drawing-room, where  
you find modern conversation  
and late publications and the  
prospect of dinner. The new life  
and the old  
have melted together; there  
is no dividing-line."

—Henry James



## HAVERFORD COLLEGE LIBRARY

The library at Haverford College consists of two main parts: the Thomas Wistar Brown Library, portions of which date from 1863; and the James P. Magill Library, completed in 1968. When the Magill Library was built, extensive alterations and improvements also were made to the older structure.

The Library has some 73,000 sq. ft. of floor space. Its shelves will hold a half-million volumes, and it can seat 500 persons. Air and humidity are controlled throughout the building. Rare books and manuscripts are guarded in a fireproof vault protected by a carbon-dioxide fire-extinguishing system. There are 260 carrels. Thirty-one are enclosed and reserved for faculty use, and 24 are reserved for students who wish to use typewriters. The original north wing of the Library building was renovated in 1952 and named the Philips Wing in honor of one of the college's principal benefactors, William Pyle Philips, a member of the Class of 1902.

The Magill Library has five levels: basement, 1st tier, 2nd tier (where circulation desk, catalog, periodicals room, reference section, and main reading room are), 3rd tier, 4th tier and (on older or north side of the building only) 5th tier. Maps of the various areas are installed near the stairways on each tier. These maps show the location of books and special rooms. If at any time you need information about these matters, do not hesitate to inquire at the circulation desk or reference desk. Staff members will be glad to help you.

## WHO MAY USE THE LIBRARY

This is a private library provided for the use of the faculty, students, and other members of the Haverford academic community. It is not open to the general public. Exceptions to this rule are always made for alumni, members of the Library Associates, and occasionally for other adult readers who need books or periodicals which they cannot easily obtain in public or institutional libraries in the vicinity. Such persons should present suitable identification. The materials they wish to borrow must be ones not currently needed, or likely to be needed by students or faculty.

Special rules govern applications for use of the Library by pupils of secondary schools. Because of the number of such schools, limitations of space in the Library building, and demand for books by members of the College, these rules are strictly enforced.

No high school or preparatory school student is permitted to consult the book collections without specific, written, advance permission from the Librarian of Haverford College, who requires either:

- A. A written recommendation of the student by a member of the Haverford College faculty or administration.
- B. A statement of the high school's or preparatory school's willingness to take full responsibility for its student's good conduct and proper usage of Haverford College Library books and privileges. The school's willingness in this regard must be conveyed in a written note addressed by the principal (not a teacher or school librarian) to the Haverford Librarian.

Secondary school students registered here are expected to complete their work in this Library by 6 p.m. They may borrow not more than 3 books at a time for a period of one week only and are not allowed to use any of the departmental libraries.

Registered students from other colleges, and all secondary

school students granted permission to use the Library, will be given cards which they must present at the circulation desk when they wish to withdraw books. Such cards are not transferable and are subject to recall at any time.

## LIBRARY HOURS

Main Library 8 a.m. to 12 midnight, Monday—Saturday; 1 p.m. to 12 midnight on Sunday.

The Treasure Room is open 9 a.m. to 12:30 p.m. and 1:30 p.m. to 5 p.m., Monday—Friday; 9 a.m. to 12:30 p.m. and 1 p.m. to 5 p.m., Saturday; 1 p.m. to 5 p.m., Sunday. Rare books and manuscripts are not available on Saturday or Sunday except by special arrangement.

## Departmental Libraries

Stokes	(Mathematics, Physics, Chemistry) 8 a.m. to 12 midnight, Monday—Friday; 8 a.m. to 6 p.m., Saturday; 1 p.m. to 12 midnight, Sunday.
Sharpless	(Psychology periodicals, 3rd fl.; Biology 1st fl.) 8 a.m. to 11 p.m., Monday—Saturday; 2 p.m. to 11 p.m., Sunday.
Hilles	(Engineering) 8 a.m. to 10 p.m., Monday—Saturday; closed on Sunday.
Drinker	(Music) 8 a.m. to 11 p.m., Monday—Saturday; 2 p.m. to 11 p.m., Sunday.
Observatory	Open by appointment only.

## ALPHABETICAL LOCATION GUIDE TO BOOKS BY CALL NUMBER

A — BT	Basement
BV — BX (except Quaker)	1st tier
BX 7600—BX 7799 (Quaker)	2nd tier (Treasure Room)
C — G	1st tier
H — HG	3rd tier
HG — *M	4th tier
N	1st tier
P — PQ	4th tier
PR	2nd tier (S. and N. Wings)
PS	2nd tier (North Wing)
PT	5th tier
Fiction	3rd tier
**Q	See note
R — Z	5th tier
289 — 299	4th tier
699 — 773	4th tier
Government and International	
Documents	Basement
Reference	2nd tier
Current periodicals and	
newspapers	2nd tier
Matzke Collection	4th tier (after PQ)
Ruskin Collection	2nd tier (after PR 5263)

\*A few M books are kept in the main library; most are in Drinker Hall.

\*\*Location of Q (Science) books is determined by the caption above the call number. Q books kept in the main library have "Main Library" above the call number on catalog card. These books are on the 5th tier. Biology laboratory Q books are in Sharpless; Observatory Q books are in the

Observatory; Engineering Q books are in Hilles; all other Q books are in Stokes Library.

## SPECIAL ROOMS AND WORK AREAS

**Gummere—Morley Room** (1st tier), a browsing room commemorating Professors F. B. Gummere and Frank Morley, Sr. (Smoking permitted)

**Microforms Rooms** (2nd tier), equipped with microfilms, microfiche, microcards and readers. Open 9 a.m. to 10:15 p.m., Monday-Friday; Saturday, 9 a.m. to 12 noon.

**Rufus M. Jones Study** (2nd tier), a replica of Rufus Jones' study, with some of his books and furniture.

The Treasure Room (2nd tier) contains part of the Quaker Collection. Staff offices and research facilities for visiting scholars are provided in the Treasure Room, Borton Wing, and Harvey Room.

The **Borton Room** (2nd tier), named for Hugh Borton, Class of 1926, former president of Haverford College, adjoins the Treasure Room. Above the Borton Room is the **Harvey Peace Research Room**. Below it the vault for rare books and manuscripts.

The Treasure Room, Borton Wing, and Harvey Room are not undergraduate reading areas.

**The Christopher Morely Alcove** (2nd tier), at the east end of the building, serves as a browsing area and will contain exhibits and collections of Christopher Morley's writings.

**The Sharpless Room**(2nd tier), named in honor of Isaac Sharpless, president of Haverford College, 1887-1917, and furnished by the Class of 1917, is a public gallery where many of the college's paintings are hung.

**The Hires Room** (1st tier), named for Harrison Hires, Class of 1910, and Mrs. Hires, is an audio room where discs and tapes can be heard. This room is planned to be used primarily for listening to recordings of the spoken word. Hours are posted.

The Strawbridge Seminar Room (1st tier) is used for seminars and committee meetings. (Smoking permitted)

The C.C. Morris Cricket Library and Collection (2nd tier, off North Wing), named in honor of an internationally famous cricketer and a member of the Class of 1904, houses material illustrating the history of American cricket with special emphasis on the sport at Haverford College and in the Philadelphia area. This room is not open for general undergraduate use.

**The Crawford Mezzanine** (2nd tier) in the South Wing provides writing and study tables for forty-four students. It is named for Alfred R. Crawford, Class of 1931, vice-president of Haverford College, 1964-1966.

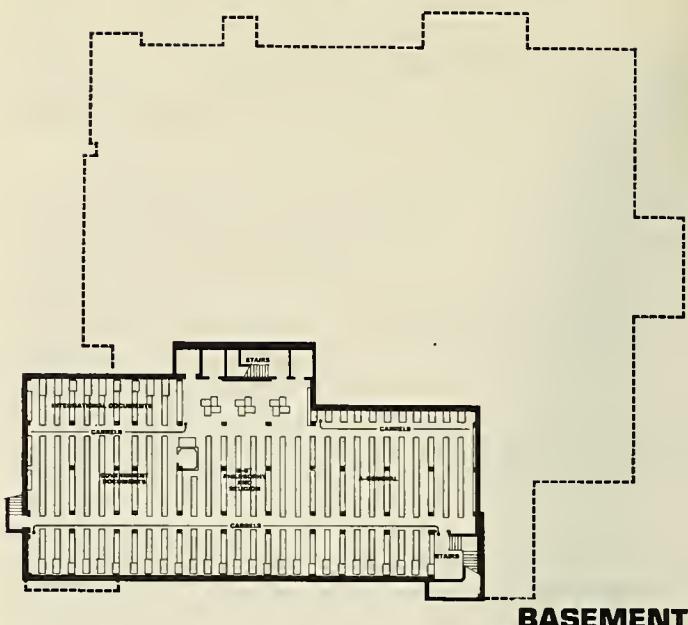
There is a reading area at the end of the South Wing (2nd tier), the gift of the Class of 1942, with additional study tables and easy chairs; also a lounge area on the 4th tier near the elevator.

## CARD CATALOG

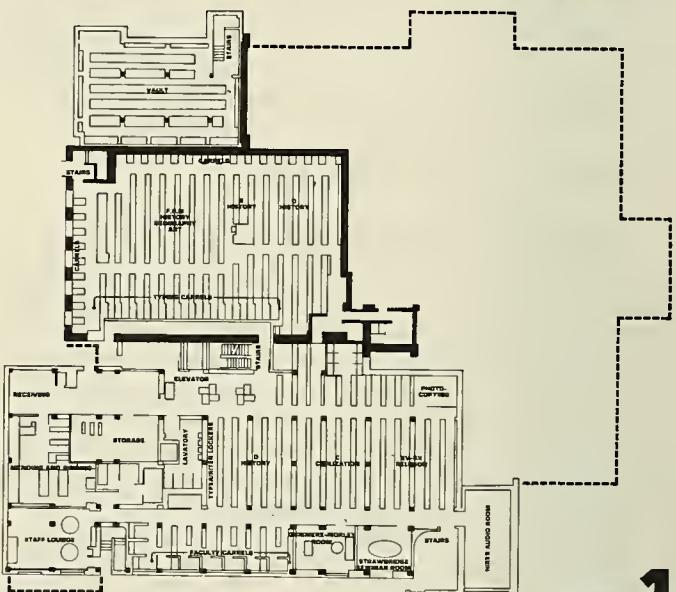
To ascertain whether a book is owned by the Library, look in the Card Catalog under the author's name, the title of the book, or the name of the editor or translator of the book. When works on a certain subject, rather than a specific book, are wanted, these can be found by looking in the catalog under the appropriate subject heading, i.e., a German-English dictionary could be found under the heading "GERMAN-LANGUAGE-DICTIONARIES- ENGLISH."

In order to find the book in the stacks after deciding, by

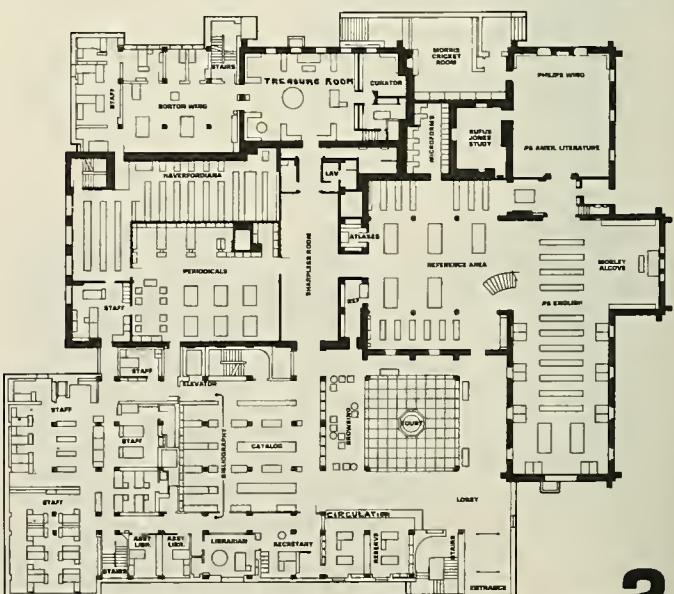
## FLOOR PLANS



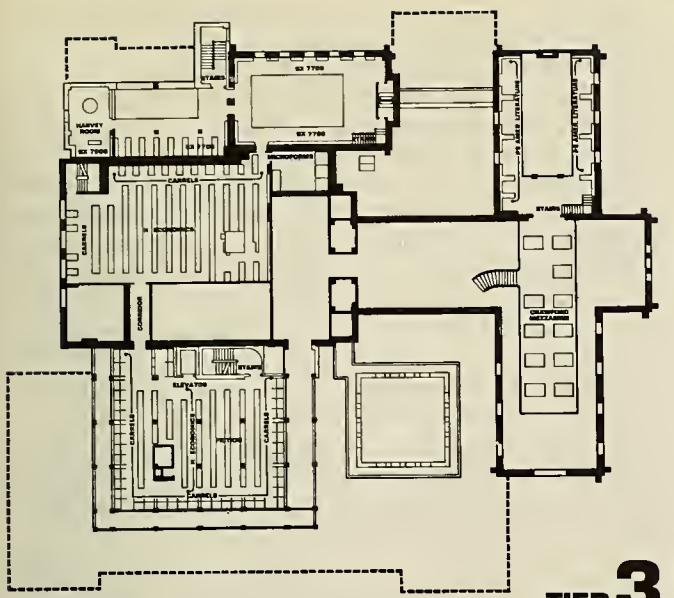
## **BASEMENT**



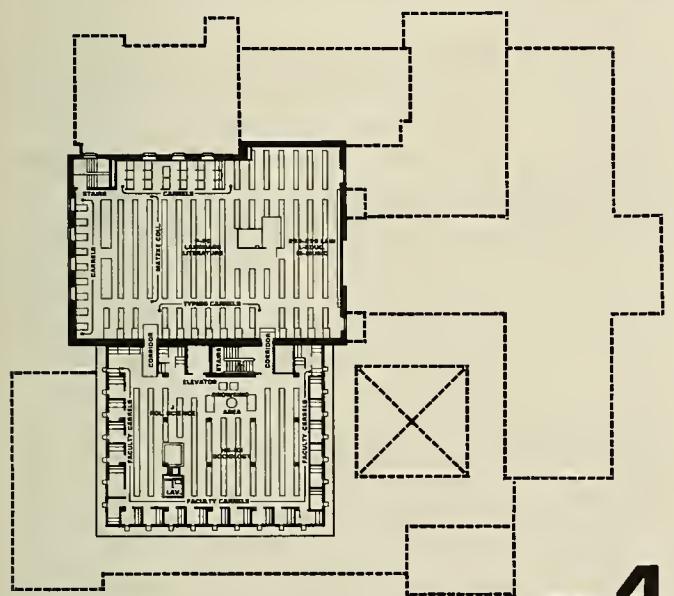
**TIER 1**



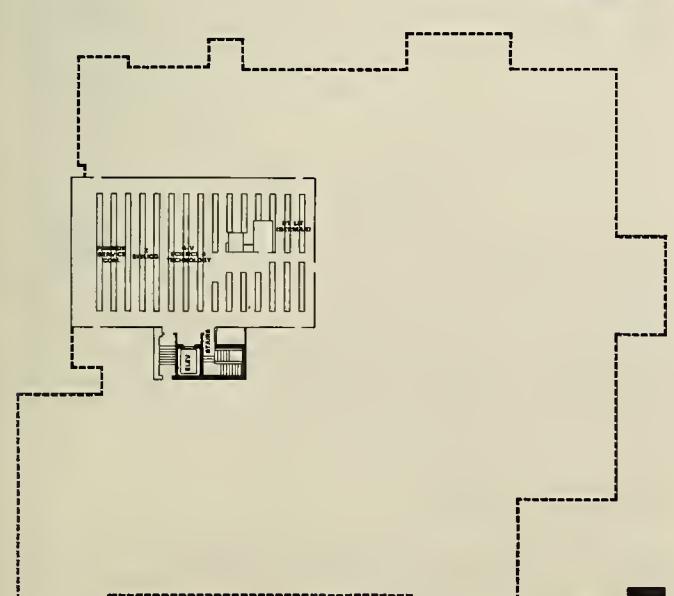
TIER 2



**TIER 3**



**TIER 4**



**TIER 5**

consulting the catalog, which book or books will be useful, it is necessary to note (in writing!) (1) the call number (including any caption above the number), which will be found in the upper left corner of the catalog card and (2) the accession number, which will be found just below the call number. The call number (example: HC102.5.A2 H7) tells where in the Library the book is shelved. (See alphabetical location guide above.) The accession number (example: 223416) is used when charging the book at the circulation desk in order to take it out. If the book wanted is not found in its place on the stack shelves, the accession number should be given to the attendant at the circulation desk, who will be able to tell whether the book has been previously charged out of the Library and when it is due, or whether it is on reserve, being mended, at the bindery, or missing in inventory.

A green slip in the Card Catalog identifies a book that has been received but is still being processed.

Special locations for books (e.g., Matzke Collection, Gummere-Morley Room, Music Library, Biology or some other laboratory) are indicated on the catalog cards by captions printed over the call numbers. In these cases, the book will be found not in the same area of the main library as other books with the same classification but in the particular room of the Library or in the other building mentioned. An asterisk (\*) beside a call number indicates that the book is oversized; if the book is not in its normal place on the shelf, it is shelved on the bottom shelf in the same section of the stack.

Books are not to be put back on the shelf by the reader. They should be left on the nearest table.

The Haverford Card Catalog includes author cards for all books added to the Bryn Mawr College Library since 1947. It also contains full entry (author, subject, title) cards for Russian holdings at Bryn Mawr and Swarthmore.

## NEWSPAPERS AND PERIODICALS

The Library receives several daily English-language newspapers as well as a number of daily and weekly foreign papers. These are kept in the Periodicals Room on the main floor (2nd tier). The *New York Times*, *Philadelphia Inquirer*, *Christian Science Monitor*, *Wall Street Journal*, *London Times* and *Washington Post* are received daily and the *Philadelphia Sunday Bulletin* is also taken. Foreign weeklies received include *The German Tribune* (in English), *London Times Literary Supplement* and *Manchester Guardian Weekly*. All newspapers are kept for at least one month before being discarded.

The *New York Times* is available on microfilm back to 1851 (with some years lacking), the current microfilms being received about two weeks later than the paper. The films and microfilm readers are in the Microforms Room (2nd tier) and the *New York Times Index* is shelved nearby in the Reference area. The Library also has films of the *Philadelphia Public Ledger* from 1836 through 1929. Back numbers of other Philadelphia newspapers are available on film at the Free Library of Philadelphia.

Foreign-language newspapers received by the Library include: *L'Express* (Paris), *Literaturnaia Gazeta* (Moscow), *Le Monde* (Paris), *Pravda* (Moscow), and *Die Zeit* (Hamburg; the edition received is printed in New York).

Most current periodicals not sent to departmental libraries are kept alphabetically by title in the Periodicals Room. These issues may not be removed from this area. The *Reader's Guide* and *Social Sciences and Humanities Index* are also kept in this room.

Quaker periodicals are kept in the Treasure Room.

An alphabetical file of titles and call numbers of all periodicals received currently will be found on the New Book shelves. In the drawers marked "Periodicals" in the Card Catalog is an alphabetical file of titles of all periodicals received currently. (Periodicals which the Library no longer receives or which have been discontinued are listed alphabetically elsewhere in the Card Catalog.) Each card shows the library's exact holdings and gives the accession number of each bound volume.

An alphabetical file of all scientific periodicals at Haverford, Bryn Mawr, and Swarthmore College libraries is kept on the New Book shelves in the main Library as well as in the library at Stokes.

Bound periodicals may be charged out only by members of the Haverford faculty. Current issues may not be charged out by anyone.

The *Union List of Serials* and *New Serial Titles* are useful in verifying information about periodicals and in locating those not available at Haverford. These are kept in the Catalog Room.

## DEPARTMENTAL LIBRARIES

Use of these departmental libraries is restricted to Haverford and Bryn Mawr College faculty and students. Anybody else wishing to borrow a book from a departmental library must apply to the circulation desk in the main library and use the book there. If he is not a member of the College, he should request the book 24 hours in advance of the time it is needed.

Bound volumes of periodicals may be charged out of a departmental library only by a member of the faculty and only for use within the building where the departmental library is located (or for use at the secretarial office for copying purposes). Current issues may not be charged out.

With the exceptions noted above, rules governing the use of departmental libraries are the same as those applicable to the main library.

Carrels in the Stokes Science Library and the Biology departmental library in Sharpless are assigned on a seniority basis to science majors. Books charged for use in carrels may not be taken from the library rooms.

Smoking is not permitted in any departmental library.

All science libraries are administered by the Stokes Hall Librarian, whose office is adjacent to the Stokes Library. Any questions regarding them should be addressed to her.

To borrow a scientific publication through Interlibrary Loan, see or call the Stokes Hall Librarian (Extension 271).

## BOOKS ON RESERVE

Reserve books may be borrowed for two hours only, unless an instructor has specified a longer period. They must be used in the Library building. If they are not returned on time the borrower will be fined. If nobody else needs the books, however, they may be borrowed for another hour.

Reserve books taken out overnight are due back at 9:45 a.m., and the borrower will be fined if they are not returned promptly.

## CIRCULATION DEPARTMENT

All books to be taken out of the Library building must be

charged at the circulation desk. Use the manilla cards (bearing numbered tabs) found there. The accession number, found at the bottom of the bookplate, should be written in the upper left corner of the card; then the borrower's name and campus address. Finally the name of the author and title of the book borrowed should be added.

The loan period is one month, except for current fiction, which may be recalled within two weeks. The desk attendant will stamp the due-date in the front of each book charged. There is always at least one attendant on duty at the desk. If the attendant is busy in the Reserve Room, borrowers are requested to ring the bell and wait for the attendant to check out their books.

**Books may be renewed** once for one-month period after the initial loan period has expired.

A book in circulation may be reserved by giving the desk attendant the accession number of the book and asking to have it held. The person requesting the book will be notified when the book has been returned.

To return a book which has been charged out, simply place it in the slot at the circulation desk. When the Library is closed, the book slot at the entrance is to be used for the return of books.

"Overdue" notices are sent twice a month, on the 1st and 16th. Thus an overdue notice may be received from one day to two weeks after the book is overdue. An overdue notice is merely a reminder; it does not relieve the borrower of responsibility for knowing when a book is due and for returning it on time. Also, the borrower is responsible in these matters whether or not the due-date has been stamped in the

Books kept in carrels must be charged at the circulation desk on green cards labelled for carrel use, carrel number to be given instead of campus address. A long green slip with space for carrel number at the top is to be placed in each book. Any book without this slip will be removed from the carrel.

## INTERLIBRARY LOAN AND USE

### OF OTHER LIBRARIES

When there is a real need for a book now owned by the Haverford Library, apply at the circulation desk for an interlibrary loan form; if the work desired is one on a scientific subject, however, apply to the Science Librarian in Stokes. The Librarian will in most cases be able to borrow the book from another library for use under the terms and time limit stated by the lending library.

Haverford College students are permitted to use the Bryn Mawr College Library and the Swarthmore College Library, but before doing so they must obtain from the Haverford Reference Librarian a card identifying them as Haverford students. They must carry such a card with them. The University of Pennsylvania requires a new card each month. When using the library of another college, Haverford students are expected to acquaint themselves with the regulations of that library and abide by them strictly.

## REFERENCE DESK

This is at the west end of the reference area. The staff member at this desk will help you with bibliographical problems. Do not hesitate to ask her (or the attendant at the circulation desk) for help.

## NEW BOOKS

New books are put on display every Thursday in the book cases in front of the circulation desk. These books may be reserved for the following Monday and may be picked up at the circulation desk after 2 p.m. New books on science are sent directly to the appropriate departmental libraries after being on the display shelves in the main library from Thursday until Monday. They may not be reserved.

A monthly list of accessions by the Haverford and Swarthmore libraries is deposited on the New Books shelves in front of the circulation desk.

## CARRELS

Student carrels are located on all tiers except the 5th. To reserve a carrel, inquire at the circulation desk. Typing carrels are on the 1st and 4th tiers (old stacks). Lockers where typewriters may be kept are on the 1st tier. To obtain the combination of one of these lockers, inquire at the circulation desk.

Enclosed carrels on the 1st and 4th tiers are reserved for faculty.

## TELEPHONES

Two pay phones are available on the 1st tier, near the front stair door.

## PHOTOCOPYING

A coin-operated machine has been installed in the space opposite the front stair door on the 1st tier (new stacks). The cost is 10 cents a page.

## LIBRARY RULES

The construction of the Magill Library and renovation of the older structure were made possible by the generosity of many Haverford graduates and friends. Users of the building are expected to treat the furnishings and equipment with appropriate care. We want to make this building and the Library services as convenient and efficient as possible. In turn we require that readers observe some simple rules which are necessary to assure proper maintenance, safety, and comfort.

**Smoking.** Permitted only in the Strawbridge Seminar Room and Gummere-Morley Room, on the 1st tier.

**Food and drink.** Do not bring food or drinks into the building.

**Posters.** Not allowed

**Coats and umbrellas.** These should be left in the racks and umbrella stands provided.

**Doors and windows.** must be propped open.

**Typing.** Carrels where typewriters may be used are located on the south side of the old stacks, 1st and 4th tiers.

**Fines.** A fine of three cents a day per book is charged for books returned late to the circulation desk.

The Library reserves the right to call in any book at any time, even before it is due.

A fine of twenty-five cents a day is charged for books not returned promptly in response to an "emergency recall."

A special schedule of fines applying to reserve books overdue is posted on the library bulletin board near the Reserve desk.

All student fines remaining unpaid at the end of November and at the end of the second semester will be doubled and charged against the student's account.

Section 426 of the Library Code (Act of June 14, 1961, P.O. 324; 24 P.S. 4101 et seq.) of the Commonwealth of Pennsylvania provides substantial penalties for failure to return books to libraries of any educational institution chartered by the Commonwealth if the institution has given thirty days' notice in writing that the books are due.

**Lost books.** These should be reported immediately. From the date of their being reported lost, no more overdue fines will accumulate. The borrower is responsible however for payment of the cost of the book and processing it. (If one volume of a set is lost and cannot be replaced, the whole set must be paid for.)

## VI. Residence Halls And Food Services

*"Where's your Strength thru Joy?"  
Joy din't show up . . ."*

-Walt Kelly, Instant Pogo



### OCCUPANCY SCHEDULES

Rooms may be occupied from 1:00 p.m. on Saturday, September 14th, and must be relinquished by 4:00 p.m. on Commencement Day, Monday, May 27th.

**Vacation Residence.** Dormitories may be occupied, without additional cost, during the Thanksgiving and mid-year vacations.

Dormitories may be occupied during Christmas and Spring vacations provided that arrangements to occupy the dorms have been made in advance. There is a fee of \$3.00 per day during these two vacations.

### FEES – ROOM AND BOARD

The room and board fee of \$950 is due in two installments, on the first day of each semester. If a student vacates his room, no refund of room rental is made at any time unless the room is re-rented to a non-resident student. If a student vacates his room sometime during the first semester, he will not be liable for a second semester room charge.

### ROOM ASSIGNMENTS

Rooms are assigned by the Dean of Students on the basis of priority numbers favoring upperclassmen.

**Change of Room Assignment.** A student may not transfer his room assignment without prior consent of the Dean of Students. If a student is permitted to move he must return the key of the room vacated and obtain a new key for the room he will occupy. A \$2.00 charge is made when the student changes rooms.

## ROOM EQUIPMENT

If a student does not wish to use the room equipment provided by the College he must notify the keymaster, who will arrange for such piece or pieces of equipment to be removed to storage. The cost for each piece of equipment to be moved or stored is \$2.00.

College mattresses may be used only on College bedframes and not on the floor.

Personal rugs and furniture must be in good condition in order to comply with fire and sanitary regulations. All student furniture must be completely portable and free standing, and may not be attached to the walls, ceiling, or woodwork.

**Keys.** Students are expected to have keys for their rooms. Keys are issued by the Buildings and Grounds Office at the beginning of the school year. A \$2.00 deposit is required at this time. There is a charge of \$2.00 for the replacement of a lost key. Failure to return a key within ten days after the end of a semester will result in a \$10.00 key and lock cylinder replacement charge.

**Lamps.** Study lamps can be obtained from the Buildings and Grounds office for a deposit of \$5.00 which will be refunded in full when the lamp is returned. Lamps must be returned at the end of the school year.

**Bedboards.** Bedboards are available on the same basis as the study lamps.

**Electrical Appliances.** Only the following electrical items are acceptable: radio, phonograph, television, fan, electric razor, electric blanket, lamps, and electric iron (for use in laundry rooms only).

**Hot Plates.** Hot plates are provided for the heating of coffee or soup in most dorms. No other cooking is permitted.

**Refrigerators.** Refrigerators are permitted but are limited as to size, use, and location. All refrigerators must be registered in advance with the Buildings and Grounds Office. Specific regulations regarding the use and location of the refrigerators are issued when they are registered.

College refrigerators may be rented for \$15.00 per semester for use in Gummere, Jones, Lunt, Comfort and the renovated entries of Lloyd.

**Antennas.** The College does not allow the installation of wire antennas or connections between rooms or outdoors.

**Laundry Equipment.** The College provides laundry equipment in the basements of Barclay, Gummere and Jones. Irons may be borrowed from the keymaster.

**Telephones.** Students may arrange to have private telephones installed in their rooms. A \$50.00 deposit is required by the Bell Telephone Company. Residents of Lloyd, Gummere, Jones, Lunt and Comfort may use only the existing receptacles.

## ROOM DECORATION

Articles may not be tacked, fastened or pasted with stickers to the walls, furniture, doors or fixtures. Jiffy hooks may be used *only* in those dorms without picture moldings in the walls. Special hangers for use in the picture moldings are available in the bookstore.

## PAINTING OF ROOMS

Dormitories are painted on a regular schedule. Excessive damage to the painting that requires either repainting or washing will result in a charge to the student. Students are not allowed to paint their rooms.

## DAMAGES

The resident of each room is responsible for any damage to his room or contents, including windows, doors, and furniture, whether he is present or absent when the damage occurs. He may notify the Buildings and Grounds Office of the name of the person responsible for the damage.

Because damage assessments are made against the occupant of the room at the time the damage is discovered, students are advised to note existing damages in instances of room change. The new occupant of a room is advised, for his own protection, to report, in writing, existing damages to the Buildings and Grounds Office.

All rooms have been inspected prior to occupancy in the fall, and existing damages noted.

The damage policies of the Students' Association apply to all areas outside the student room.

**Damage Charges.** Charges for damages are based on the actual cost of materials, direct labor, and a standard overhead factor. A list of common charges is available in the Buildings and Grounds Office.

## REPAIRS

Faculty equipment or trouble with heat, light, or water and damages should be reported to the Office of Buildings and Grounds or to the dorm keymaster as soon as discovered.

## MAID SERVICE

Maids will clean the room and replace the linen once per week. During the interim students are asked to maintain their room in a reasonably orderly condition. Rooms in a chaotic condition will not be cleaned. It is suggested that, on cleaning day, students clear dressers and desk tops of papers they do not wish to have disturbed.

## STORAGE

The storage section of each dormitory will be open on certain days at the beginning and ending of the school year. During other times students wishing to arrange for the opening of storage areas should contact their keymaster.

All stored articles must be clearly tagged with student's name, class year and room number.

Graduating students, and those students leaving the College, are not permitted to store any articles. The College does not accept any responsibility for loss or damage that might occur due to theft, fire, or any other cause.

## FIREARMS

Operant firearms are forbidden on the campus.

## PETS

Live animals are strictly prohibited although aquariums are permissible.

## FIRE

Tampering with fire alarm systems, fire fighting equipment, and the blocking of fire doors are serious offenses. These and other actions which constitute a hazard to the safety of others will result in severe disciplinary action.

## GROUNDS

In order to preserve the beauty of the grounds, it is necessary to prohibit organized games in the areas surrounded by Lloyd, Union, Roberts, Barclay, Sharpless, Hilles, Gymnasium, Library, Founders, Hall Building, and Stokes Hall.

## SECURITY

While every effort is made to protect the security of residents' rooms and storage areas, the College cannot be responsible for losses due to theft or other causes. It is strongly recommended that students' rooms be locked. Cases of theft should be reported immediately to the keymaster and to the Security Dept.

## INSPECTION

The right and privilege is reserved to and by the College to enter the students' quarters at any time for the purpose of making inspections of the quarters and equipment, for enforcing the regulations contained in this handbook, or performing any maintenance work which is needed.

## SEIZURE

The right and privilege is reserved to and by the College to seize any illegal items which are visible. The student will be notified by campus mail, and all confiscated items will be held at the Buildings and Grounds Office for 48 hours after notification to allow appeal.

## SEARCH

Searches entail investigation beyond what is visible. The right and privilege is reserved to and by the Students' Council to search the students' quarters at any time. A Council member and a College official must be present for all searches.

## INSURANCE

The College is not responsible, directly or indirectly, for loss or damage to any article of property anywhere on the campus due to fire, water, the elements, or action of third persons. It is recommended that insurance protection be carried by each student against loss or damage of personal property. The College offers fire insurance coverage on property of students on a blanket policy.

Application for this must be made on proper form to the Office of the Comptroller within the first two weeks of the College year. In some instances, some protection is provided by the policies carried by the parents on their personal property. Each student should consult his insurance agent for advice.

## DINING ROOM HOURS

Monday through Saturday:	Breakfast Continental Breakfast Lunch Dinner	7:30 - 8:30 8:30 - 9:45 11:30 - 1:00 5:15 - 6:45
Sunday:	Breakfast Continental Breakfast Lunch Dinner	8:30 - 9:15 9:15 - 9:45 12:00 - 1:15 5:15 - 6:15

## PRIVATE DINING ROOMS

The West, East, Haverford, and Alumni Dining Rooms may be reserved for luncheon or dinner meetings. The Faculty Room may be reserved for dinner meetings only. Reservations should be made in advance with the food manager.

No charge is made if the regular cafeteria service is used. A 25c per plate surcharge is made when the regular cafeteria menu is to be served by waiter; charges for special menus and service should be discussed with the food manager.

## COOP HOURS

The Coop is open weekdays from 9:00 to 2:00 p.m. and from 8:30 p.m. to 12:30 a.m.; on Saturday from 8:00 a.m. until noon, and on Saturday evenings at hours to be announced. The Coop is closed on Sundays.

## REFUNDS

Academic requirements which prevent a student from attending as many as three luncheons per week will entitle a student to receive a refund of 40 cents per meal, subject to the approval of the Associate Dean of the College. These refunds must be requested the Monday following the meals missed at the Comptroller's Office.

Illness, or absence from classes for any other reason, which extends for a period of more than four weeks will entitle a student to a prorated refund. No other refunds are possible.

## GUEST MEAL RATES

Breakfast	.70
Lunch	.95
Dinner	1.35
Sunday Dinner & Steak Dinner	1.50

## CATERING SERVICES FOR SPECIAL FUNCTIONS

The food service makes available catering services at modest rates for student social events. Arrangements should be made well in advance of the event with the food manager, who will also aid in planning for use of facilities, equipment, and food services.

## SPECIAL DIET SERVICE

A student requiring a special diet should obtain a letter from his physician and present this to the Food Manager, who will make all arrangements.

## DINING ROOM EQUIPMENT

Certain Dining Room equipment may be borrowed by students by contacting the food manager. Unless prior arrangements have been made, however, no equipment may be removed from the Dining Room. A charge of \$1.00 is made for each article of equipment found in students' rooms.

## BRYN MAWR-HAVERFORD MEAL EXCHANGE

Students with Bryn Mawr class schedules that make it difficult to return to Haverford for lunch can, by prior arrangement, take their lunch at Bryn Mawr. Tickets for Bryn Mawr meals should be obtained from the Haverford food manager.

Weekend meal exchanges may also be arranged on a limited basis by the Dining Room Committee.

## DINING ROOM DRESS

Students are asked to help maintain a pleasant atmosphere in the dining room by wearing suitable attire. Gym suits, short shorts and bare feet are therefore not permitted.

## DINING ROOM CONDUCT

Excessive noise or lack of consideration by a few can quickly destroy the pleasure of mealtime for many others. Minor incidents of undesirable conduct will result in expulsion from the dining room for a specified period of time without any refund of board fees.

## COMPLAINTS, SUGGESTIONS, IMPROVEMENTS

The food service, in all its aspects, is solely intended to serve the students. It is therefore important that the food manager hear from students about their likes, dislikes, and suggestions for improvements.

The Dining Room Committee is the primary vehicle for receiving and transmitting student comments about food service. The Dining Room manager, however, is always available to discuss these matters firsthand with the students.

## VII. Student Services

*"We must all work," said Mr. McKenna, sententiously.  
"Yes," said Mr. Dooley, "or be wurruked."*  
—Finley Peter Dunne



## BRYN MAWR AND HAVERFORD BUS SCHEDULE

The two colleges jointly operate a bus to facilitate cooperative classes, lectures, and library use. The bus makes regular trips between the two campuses on weekdays when classes are in session. The bus leaves from the Infirmary at Haverford, and from Pembroke Arch at Bryn Mawr.

Leave Bryn Mawr	Leave Haverford
8:15 a.m.	8:45 a.m.
9:15 a.m.	9:45 a.m.
10:15 a.m.	10:45 a.m.
11:15 a.m.	11:45 a.m.
12:15 p.m.	12:45 p.m.
1:15 p.m.	1:45 p.m.
2:15 p.m.	2:45 p.m.
3:15 p.m.	3:45 p.m.
4:15 p.m.	4:45 p.m.
5:15 p.m.	5:45 p.m.
7:15 p.m.	7:45 p.m.
9:45 p.m.	10:15 p.m.
10:30 p.m. (Wed. only)	10:45 p.m. (Wed. only)

The bus may be chartered by student groups on weekends at the rate of \$3.00 per hour and 35 cents per mile, provided a regular college driver is available. There is a minimum charge of \$20.00.

## INFIRARY

The dispensary is open from 8:00 to 10:00 a.m., 1:00 to 3:00 p.m., and 6:30 to 8:00 p.m. Monday through Saturday; and Sundays 10:00 to 11:00 a.m.; for routine office calls. Emergencies will be taken care of at any time.

The College physician is available at the infirmary from 2:00 to 3:00 p.m. Monday through Friday and will be called by the nurse on duty if needed at other times.

Visiting hours for patients in the infirmary are between 2:00 and 4:00 p.m., and 6:00 and 8:00 p.m. daily.

Emergency phone nights and weekends is MI2-3133. The infirmary is closed during vacations.

## COUNSELING SERVICES

The College offers counseling for problems of a personal, educational, or vocational nature. Students are encouraged to make an appointment with any one of the counselors for an evaluation. He will usually be advised by the person he consults. When a problem warrants it, he may be referred to another member of the staff, or occasionally to an outside source for further help.

All student communications with the counseling staff are held in strict professional confidence, as are the names of students counseled.

The counseling staff consists of a psychiatrist, Dr. Peter Bennett, and two clinical psychologists, Mrs. Judith Katz and Mr. James Vaughan. Appointments with Dr. Bennett should be made with the nurse at the Infirmary. Appointments with Mrs. Katz and Mr. Vaughan should be made at their offices in the ground floor of Hall Building.

## PSYCHOLOGICAL TESTING

The records of the psychological tests which each student takes during Customs Week are available in the Counseling

Offices. Any student desiring an explanation of them may ask for an appointment with either Mrs. Katz or Mr. Vaughan.

Students who desire counseling in regard to majors or vocational plans may ask to take supplementary tests of aptitudes, interests, or personality.

## FINANCIAL AID

**Scholarships.** All scholarships for the current year have been previously awarded. Applications for renewal of scholarships for 1969-70 will be sent to students early in the second semester. Students expecting to receive aid for the first time in 1969-70 should see Mr. Ambler before March 15, 1969.

**Student Loans.** A loan fund is available for deserving students who may require financial assistance during their college course. Students wishing loan information should see Mr. Ambler.

**Summer Employment.** The Dean of Students' Office maintains a central listing of summer job opportunities.

**Term Time Employment.** There are several opportunities for student employment in the Library, as clerical assistants for faculty and administrative officers, as research aids, and in the Dining Room. In most instances, prior consideration is given to students with financial need. Students interested in campus employment should register in the Dean of Students' Office.

## PLACEMENT SERVICES

Haverford's placement service is under the direction of the Director of Alumni Affairs. A list of positions open in business, government and institutions is maintained in the Alumni Office. Interviews with representatives of business concerns, government agencies and institutions can be arranged. Students planning to go to graduate schools are guided by members of the administration and faculty appointed to provide advice and information in these areas: business administration, education, engineering, law, medicine and theology. Students planning to do graduate work in a departmental subject should consult with the chairman of the department at Haverford.

## GRADUATE SCHOOL INFORMATION

Students planning to go to professional schools may seek advice and information from appropriate faculty members as follows:

Business Administration .....	Mr. Teaf
Education .....	Mr. Lyons
Engineering .....	Mr. Hetzel
Law .....	Mr. Lane
Medicine .....	Mr. Santer
Theology .....	Mr. Spiegler

Students planning to do graduate work in a departmental subject should consult with the chairman of the department at Haverford.

## PEACE CORPS AND VISTA INFORMATION

Students interested in applying for service in the Peace

Corps or VISTA are invited to discuss their interests with Mr. Lyons who serves as the campus liaison officer for these organizations.

## GRADUATE SCHOOL CATALOGS

The catalogs of most colleges and universities in the United States are available for loan from the Registrar's Office.

## STUDY ABROAD

A student who is interested in studying abroad should consult the Associate Dean of the College. Up-to-date information on study in foreign universities is maintained in his office in Founders Hall.

## READING AND STUDY PROGRAM

A special reading and study skills program is offered by the College for a four-week period during the Fall semester. Students who have not had special reading and study instruction or guidance are urged to consider this program, since most students have found it possible to develop their reading and study skills considerably beyond their present levels. A special fee of \$80.00 is charged for the program.

In addition to this special program, the College counselors are available for individual consultation.

## GUESTS – WEEKEND DATES

On festive weekends, a representative of the Students' Council arranges for rooms in faculty homes and at Bryn Mawr for students' out-of-town dates. The faculty do not except remuneration for this service, but students should observe the following suggestions:

1. The faculty hostess should be contacted as soon as possible. She should be given the name and home address of the girl who is expected to stay with her, and the approximate times of her arrival and departure.
2. The hostess should be kept informed of any changes in the girl's plans.
3. Thank-you notes are appreciated.

## LOST AND FOUND

Items lost or found should be reported to the Buildings and Grounds office. This office periodically posts lists of lost and found items. Items believed stolen should be reported either to the Security Officer or to the dorm keymaster.

## VENDING MACHINES

Candy and soft drink machines are located in the Union, Barclay, Gummere, Jones, and Leeds basements. Should any machine fail to operate properly, or should money be lost in the machine, the matter should be promptly reported to the Business Office. Prompt refunds of lost money are given.

## MEETING ROOMS

The Council Room in the Union is available for meetings of campus organizations when not in use by the Students' Council. Other meeting rooms can be reserved in the Dean of Students' Office.

## CONCESSIONS

Each year the Students' Council awards certain selling concessions to students. Except by special permit, no other soliciting or selling is allowed on campus. Generally, student concessions are allowed only for items not made available by the Book Store and the Coop. Any student may start a new concession by applying to the Council Secretary.

## BOOKSTORE

The book store, located in the Union, is open from 10:00 to 4:00 p.m. Monday through Friday. Extended hours are announced during the beginning of each semester.

## ACCIDENT INSURANCE

Every student is covered by a blanket accident policy paid for from the unit fee. This insurance pays actual expenses resulting from any accident up to a limit of \$1000 for each accident. All claims under this policy should be directed to the College physician.

## NOTARY PUBLIC

A Notary Public is provided for the convenience of students in the Comptroller's Office and in the Registrar's office.

## CALENDAR OF EVENTS

The central Calendar of Events is maintained in the Office of the Dean of Students. All campus extra-curricular activities are registered in this office. A Calendar of Events is published weekly by the Students' Council and distributed throughout the campus.

## SELECTIVE SERVICE

Students are required by law to register for Selective Service on or within five days after their 18th birthday. This may be done through the Dean of Students. In order that the proper forms may be sent to the Selective Service each year, each student should notify the Registrar of his Selective Service number and address of his local Selective Service Board. The forms sent by the College verify the student's eligibility for deferment.

Students who intend to be conscientious objectors are invited to consult with Professor Cary or Mr. James Vaughan.

Materials and counsel about the Selective Service Laws and Regulations are available from Deans Lyons and Potter.

## ART RENTAL

The College has a collection of framed prints which are rented to students at a very nominal rate. Announcements will be made in the fall about when students may make selections from this collection.

## CHECK CASHING

The cashier's window, located on the second floor of Hilles, is open to cash student checks from 10:15 a.m. to 11:45 a.m. Monday through Friday.

## MUSIC PRACTICE

Practice rooms and pianos are available for students' vocal

or instrumental practice. Interested students should contact Dr. Reese, the chairman of the Music Department.

# VIII. Social Life and Other Necessities

*"Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral in it will be banished; persons attempting to find a plot in it will be shot."*

-Mark Twain



## COLLEGE TELEPHONE SERVICE

The College switchboard (Mldway 9-9600), which is open from 9:00 A.M. to 5:00 P.M. daily and from 9:00 A.M. to 12:30 P.M. on Saturdays, can contact all offices and other locations on campus.

Barclay -- first floor .....	2-9524
Barclay -- third floor .....	2-9506
Biology Dept. -- Sharpless .....	2-9639
Drinker Music Center .....	2-9521
Field House .....	9-9730
Founders Hall .....	2-9460
French House .....	2-9613
Kitchen .....	2-9544
Power House .....	2-9540
Psychology Dept. -- Sharpless .....	2-9626
Stokes Hall .....	2-9591
Union Building .....	2-9514
Williams House .....	2-9428
INFIRMARY EMERGENCY (Day) .....	9-9600
INFIRMARY EMERGENCY (After 5 P.M.) .....	2-3133

## BRYN MAWR COLLEGE

*"Enflamed with  
the study of learning and the admir-  
ation of virtue."  
—John Milton*

Bryn Mawr students are not assigned to dormitories by classes. A girl may sign out on any night until 12:30 A.M. without an escort and until 2:00 A.M. with an escort. On "festive" Haverford weekends, the signout hour is extended to 3:30 A.M. In addition, it is possible for a girl to sign out until 8:00 A.M. A girl who is signing out must provide her escort's name and their destination.

Switchboards at Bryn Mawr are turned off at 12:30 A.M. All telephones are in the LAwrence exchange.

*	*	*	*	*	*
Denbigh Hall	.....	5-8500			
Erdman Hall	.....	7-1450			
Merion Hall	.....	5-2225			
Pembroke East	.....	5-2800			
Pembroke West	.....	5-2800			
Radnor Hall	.....	7-0323			
Rhoads North	.....	5-3544			
Rhoads South	.....	5-3544			
Rockefeller Hall	.....	5-5420			
French House	.....	5-9183			
German (Batten) House	.....	5-9396			
Spanish (Perry) House	.....	5-9050			
The Inn (students)	.....	5-9062			
Rockefeller Annex	.....	5-9497			
Graduate Center	.....	5-1473			
Non-Resident Room, Erdman	.....	5-9329			
Infirmary (students)	.....	5-9152			

## HARCUM JUNIOR COLLEGE

*"Every day's a holiday,  
And every night is a Saturday night."  
—Bobby Rydell*

Nursery School	.....	LA 5-4100
Hatcher Hall		
First floor	.....	LA 5-9240
Second floor	.....	LA 5-9129
Klein Hall		
First floor	.....	LA 5-9415
Second floor	.....	LA 5-9420
Second floor	.....	LA 5-9416
Third floor	.....	LA 5-9425
Third floor	.....	LA 5-9418
Third floor	.....	LA 5-9224
Melville Hall		
Second floor	.....	LA 5-9056
Second floor	.....	LA 5-9294
Third floor	.....	LA 5-9054
Third floor	.....	LA 5-9299
Montgomery Hall		
First floor	.....	LA 5-9200
First floor	.....	LA 5-9192
Second floor	.....	LA 5-9331
Third floor	.....	LA 5-9271

Fourth floor	.....	LA 5-9092
Pennswood Hall		
First floor	.....	LA 5-9019
First floor	.....	LA 5-9547
Second floor	.....	LA 5-9470
Second floor	.....	LA 5-9335
Third floor	.....	LA 5-9467
Third floor	.....	LA 5-9546
Latham Hall	.....	LA 5-9480

## ROSEMONT COLLEGE

*"Get thee to a nunnery!"  
—William Shakespeare*

Connelly Hall		
First floor	.....	LA 5-9146
Second floor	.....	LA 5-9264
Third floor	.....	LA 5-9082
Hefferman Hall		
First floor	.....	LA 5-9070
Second floor	.....	LA 5-9286
Third floor	.....	LA 5-9380
Kaul Hall		
First floor	.....	LA 5-9034
Second floor	.....	LA 5-9018
Third floor	.....	LA 5-9028
Mayfield Hall		
First floor	.....	LA 5-9315
Second floor	.....	LA 5-9238
Third floor	.....	LA 5-9120
Infirmary	.....	LA 5-9058

## MISCELLANEOUS ESSENTIAL TELEPHONE NUMBERS

Academy of Music Ticket Office	.....	PE 5-7378
Ardmore Beverage	.....	MI 2-7824
Ardmore Cab	.....	MI 2-4616
Ardmore Recreation Centre	.....	MI 2-3953
Ardmore Theatre	.....	MI 2-2000
Bryn Mawr Beverage	.....	LA 8-5472
Bryn Mawr Taxi	.....	LA 5-0513
Bryn Mawr Theatre	.....	LA 5-2662
Dial-A-Score	.....	263-6400
Eric Theatre (Wynnewood)	.....	MI 9-5252
Main Point	.....	LA 5-3375 or LA 5-9596
Pizzi's Pizzeria	.....	LA 5-4811
Popeye's Pizzeria	.....	LA 5-9140
Spectrum		
Broad and Pattison Ticket Office	.....	FU 9-5000
In-Town Ticket Office (15 and Locust)	.....	KI 6-0702
Suburban Theatre	.....	MI 2-4747

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